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ABSTRACT

This workbook is a compilation of work sheets from the teacher's sections of the 1989 issues of "Asia Wise," an Auatralian magazine devoted to the study of Asia. Profiles and worksheets are provided for the countries of China, Indo-China, Indonesia, Japan, Philippines, and Thailand. Worksheets feature the following themes: Asian Australians; food and agriculture; and festivals and leisure. The worksheets are filled with maps, graphs, charts, and student exercises. Suggested curriculum ideas and games also are provided. (DB)

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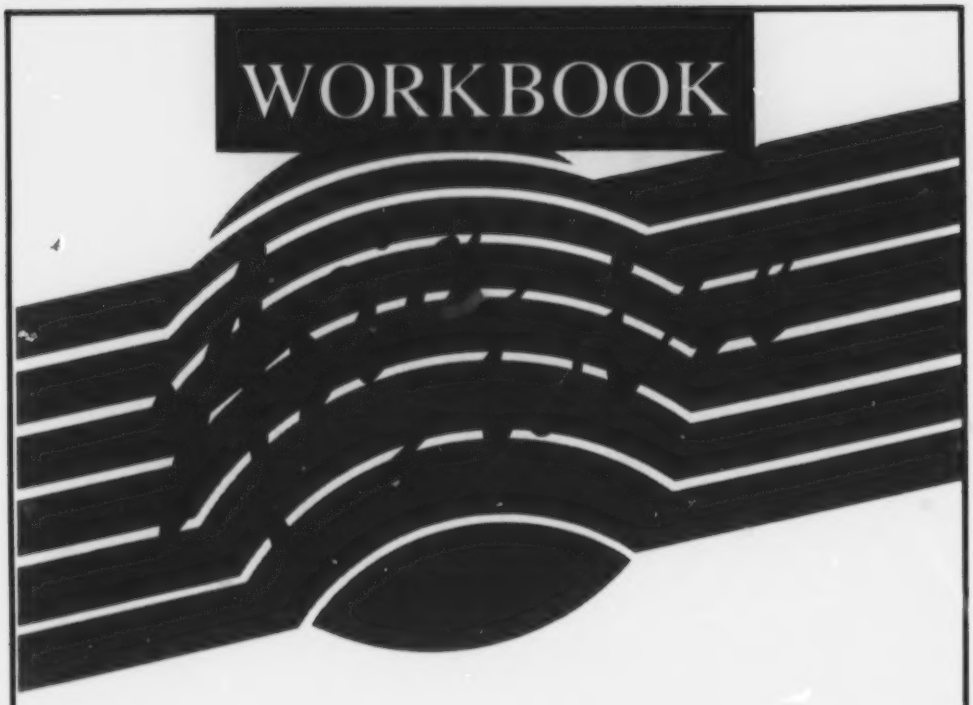
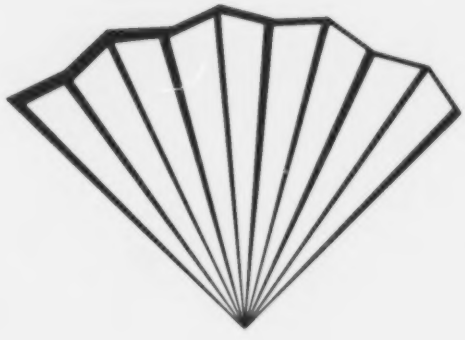
DEPARTMENT OF EDUCATION AND THE ARTS TASMANIA AUSTRALIA

WORKBOOK





NUMBER
ONE

DEPARTMENT OF EDUCATION AND THE ARTS TASMANIA AUSTRALIA

INTRODUCTION

This booklet is a compilation of worksheets from the *Asia Wise* Teachers' Sections which have been published during 1989.

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Department of Education and The Arts, Tasmania, 1989
89/0177

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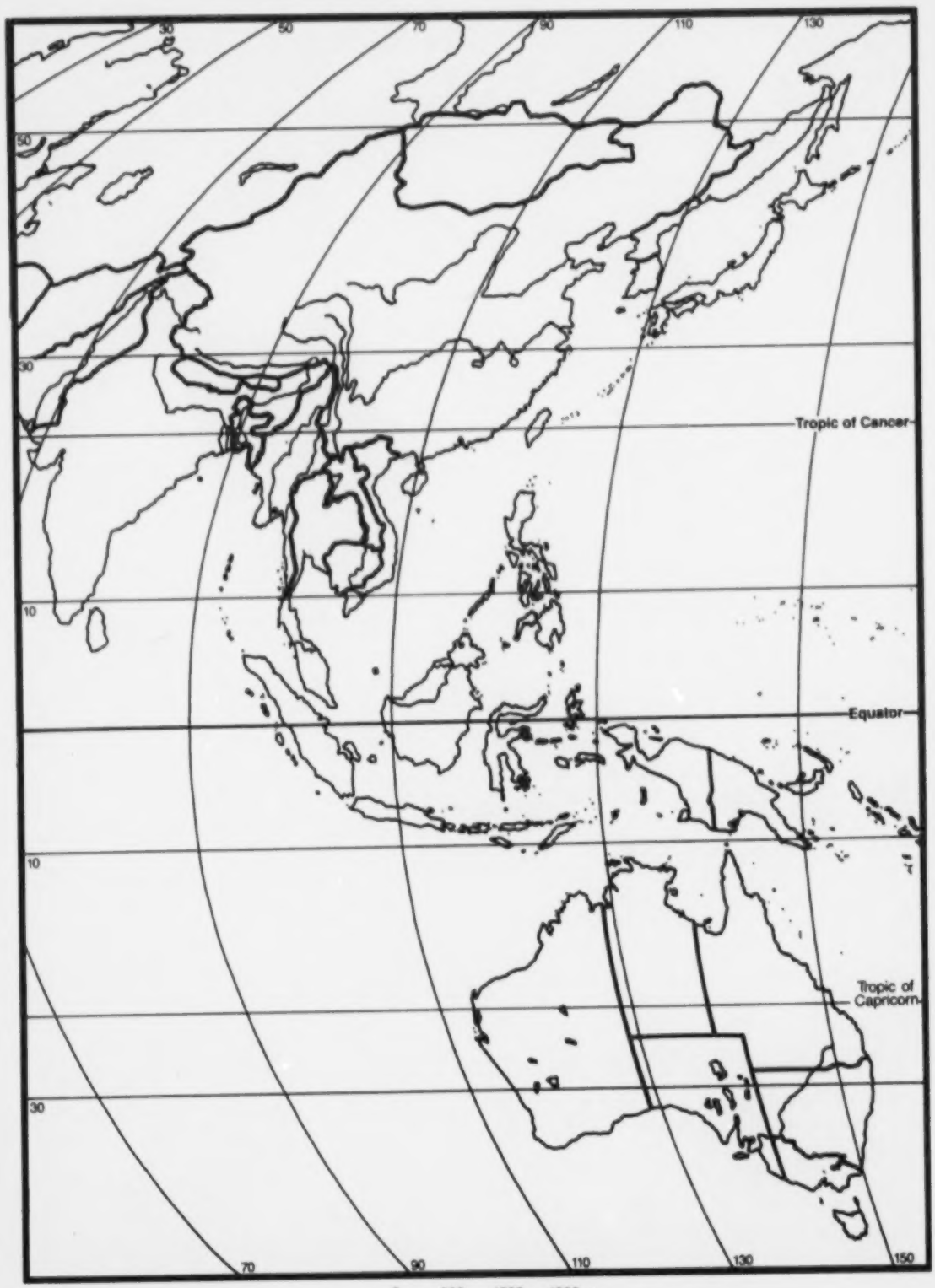

30
50
70
90
110
130
50
30
Tropic of Cancer
10
Equator
10
Tropic of Capricorn
30
70
90
110
130
150
0 600 1200 1800 Km

6

The pain of the giant's growth

Just over 40 years ago China, a country of comparable size to Australia, made a dramatic shift in the way it chose to govern itself and, with Mao Zedong as its leader, proclaimed itself to be the People's Republic of China.

Chinese communists had fought a long and bitter struggle against Nationalist forces and, after driving the Nationalists out of China began to work toward the establishment of socialism.

Not surprisingly this move caused a great deal of concern to many governments around the world and in the region. China had long been regarded with a mixture of suspicion and wonder. China is, after all, the most heavily populated country in the world. Approximately one in every four people in the world live in China. People in the region were unsure as to how this giant would develop. Some Australian leaders feared that China would seek to spread its new socialist ideas by force. However, 40 years after the coming to power of Mao Zedong and his communist forces, the world has learned to live with China and see it as a valuable trading partner.

For a great many years people in the West tended to ignore China. In fact it was not until the early 1800s that Britain, as the major world power, managed to break into the lucrative Chinese 'market'. In order to make trading arrangements easier, the British introduced opium into China and used this as a powerful weapon of bribery against Chinese officials. Massive quantities of opium flooded China, devastating Chinese culture. From this point on, with rebellions, wars against the British and humiliating peace settlements, China slid into crisis.

China had actively discouraged contact with other countries for centuries. The Chinese had a highly developed civilisation which dated back some 4 000 years. Science, the arts and learning flourished. Chinese rulers rejected the outside world and dismissed it as barbaric.

The rest of the world remained largely ignorant about China. It was described as 'mysterious' and as a 'sleeping giant'. Throughout most of Australia's history, China was virtually ignored. This is changing today as more and more attention is paid to China. The business community cannot afford the luxury of ignorance.

Australia's trade relations with China have grown dramatically in recent years. China is the third largest buyer of Australian goods. Only Japan and the United States are bigger customers. This growth rate is particularly impressive considering that the Australian government refused to recognise the existence of the People's Republic of China after the revolution.

It was not until December 1972 that diplomatic relations were established. It took 23 years for Australia to realise that this massive country was not going to go away. Just 17 years later China has become one of our most important neighbours.

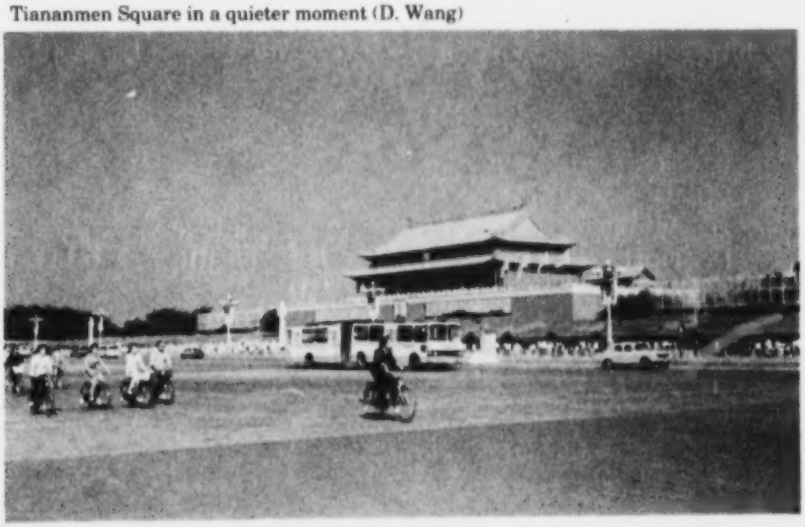
The fact that it is the third largest country in the world and has a population of well over one billion people would seem to make ignoring it an impossibility. However, it is only very recently that the world has taken any real notice of China.

Australians, for instance, are choosing China as a tourist destination in quite large numbers. More than 17 000 Australians travelled to China as tourists last year. Recent political upheavals in China, however, have created some obstacles. Politics in China have tended to follow a painful process. The last 40 years, in particular, have been years marked by periods of turmoil. Under the leadership of Mao Zedong dramatic changes took place. Development was rapid but often at a huge cost. Terrible mistakes were made which led to the deaths of many millions of Chinese.

Politics in China have been described as pendulum politics with things rarely stable for long. The events in June 1989, when hundreds of thousands of students filled Tiananmen Square and the Chinese armed forces were used to put down the protest, was another chapter in this painful process as the giant grows.

For China the past 40 years have been the best of times and the worst of times. Progress has most certainly been made. But, it would seem, every step forward has been a struggle. There is an old Chinese adage which says 'may you always live in interesting times.' China, it would seem, will be living in 'interesting times' for a long time yet.

Tiananmen Square in a quieter moment (D. Wang)



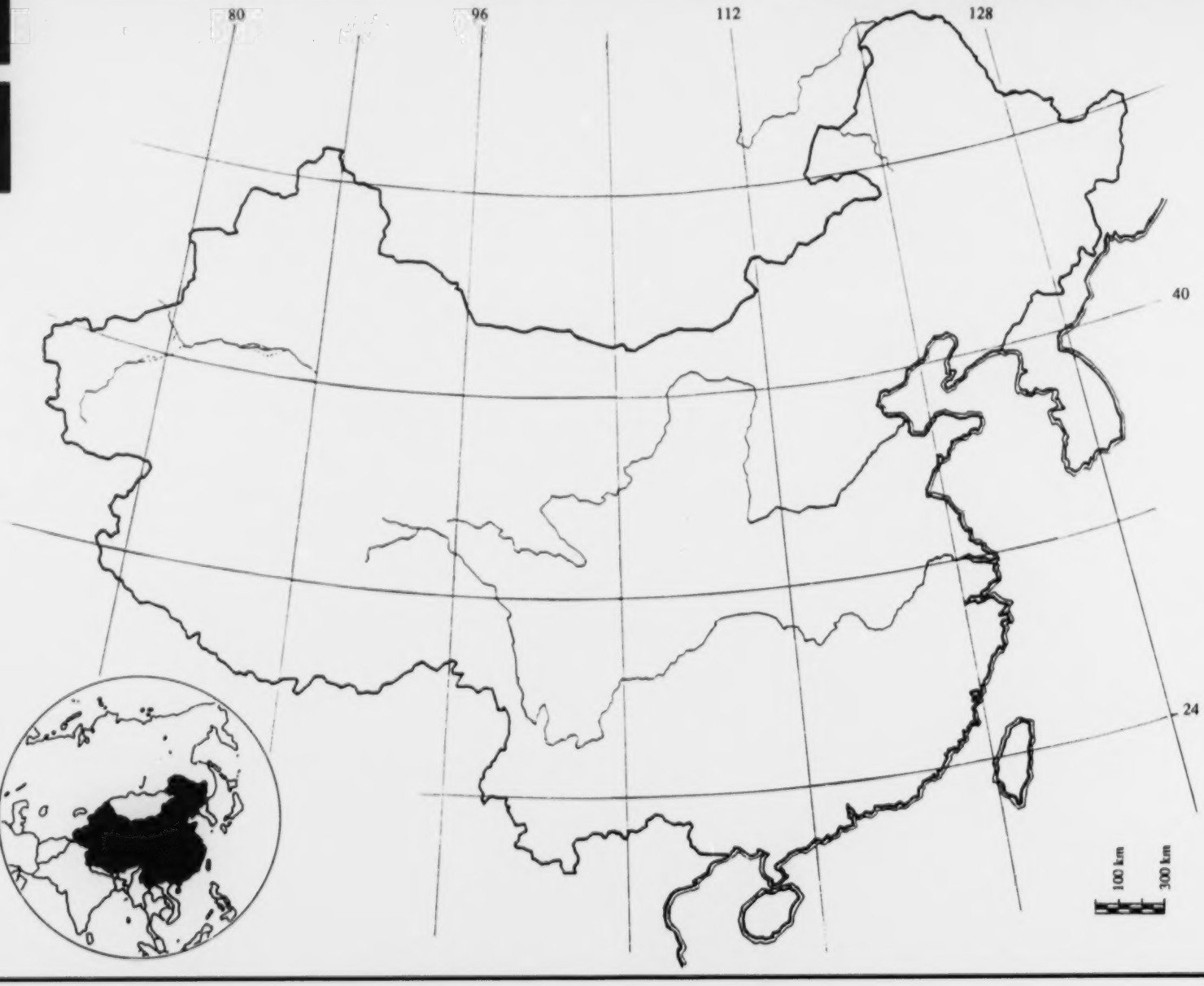
CHINA

Mark these features on the map.

CITIES
BEIJING
SHANGHAI
TIANJIN
URUMQI
LHASA
LANZHOU
CHONGQING
WUHAN
HARBIN
NANJING
NANNING
KUNMING
HANGZHOU
XIAN
SHENYANG
CHENGDU
GUANGZHOU
CHANGCHUN
YINCHUAN
JINAN

RIVERS
CHANGJIANG
HUANGHE
HEILONG
TARIM

SEAS AND ISLANDS
HAINAN
SOUTH CHINA SEA
EAST CHINA SEA
HUANGHAI SEA
BOHAI SEA



China datafile

CAPITAL
Beijing.

HEADS OF GOVERNMENT
Party Chairman — Jiang Zemin
Premier — Li Peng

ETHNIC COMPOSITION
There are 56 ethnic groups in China. The Han people form the largest making up 93.3% of the country's population.

RELIGION
Buddhists, Moslems, Catholics, Protestants and Taoists all have their followers in China.
Taoist believers are found mainly among the Han people.

LANGUAGE
Mandarin is the official language. There are 52 other spoken languages — 31 of which have written forms.

PHYSICAL FEATURES
China, the third largest country in the world, has a varied topography. In the west is the Qinghai-Tibet plateau rimmed by the Himalayas and the 8 848m peak of Qomolangma (Mt Everest). The terrain in the central part, with its basins and plateaux, drops to between 2 000m-1 000m. In the east are plains less than 1 000m above sea level.
The two major rivers are the Chang Jiang (Yangtze) and the Huang He (Yellow).

CLIMATE
Most regions lie in the temperate zone although the country stretches from the tropical to the frigid zone. There are pronounced variations in climate both in temperature and precipitation. The coastal regions have a humid climate and large precipitation and the temperature difference is very small. The far northwest regions are arid and the temperature difference is great.

CURRENCY
renminbi

MAJOR INDUSTRIES
textiles, cement, pig iron, steel

MAJOR AGRICULTURE
rice, wheat, soya beans, cotton

MINING
oil, gas, coal

MAJOR IMPORTS
grain, sugar, timber, fertilisers, iron ore, steel, metals, electronic equipment

MAJOR EXPORTS
oil & petroleum products, foodstuffs, textiles, clothing, animal hides, light manufactures

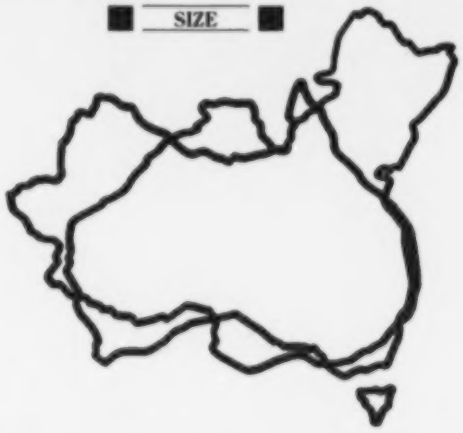
POPULATION STRUCTURE

TOTAL	1 100 million
UNDER 15	29%
BIRTH RATE (per 1 000)	21
INFANT MORTALITY RATE (per 1 000)	44
LIFE EXPECTANCY	66
DEATH RATE (per 1 000)	7
AVERAGE ANNUAL GROWTH RATE	1.4%
WORKFORCE	528 million
GNP PER CAPITA $A	A$364

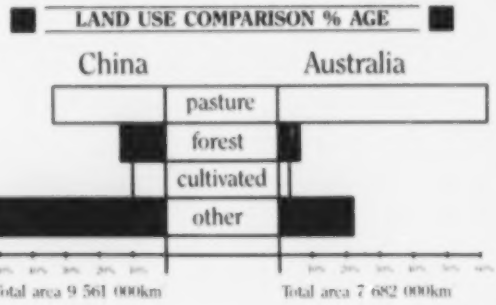
Sources: *Outline Series*, Department of Foreign Affairs
Asia Yearbook 1989, Far Eastern Economic Review
China an introduction, Foreign Languages Press, Beijing
China Handbook Series, Foreign Languages Press, Beijing

The land and the people

1. **Size**
   The map opposite shows the comparable size of Australia and China. Find out the size of each country in square kilometres.



2. **Where people live**
   In China 41% of the population live in urban centres — in Australia 86% live in urban centres. Depict this comparison graphically or pictorially. Comment on what reasons may be responsible for this large difference in degree of urbanisation.



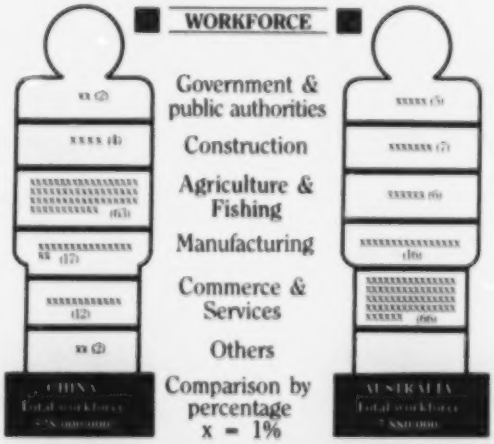
3. **Land use comparison percentage**
   Use land use and topographic maps to help you write a short paragraph describing the land use patterns in each country.

4. **Population structure**
   The *Asia 1989 Yearbook* gives these figures for China's population structure:

total	1 100 000 000	under 15 years	29%
life expectancy	66 years	birth rate	21 per 1 000
death rate	7 per 1 000	infant mortality rate	44 per 1 000

   Find out the comparable statistics for Australia. Write a brief explanation of why you think the statistics vary between the countries.

5. **Social aspects**
   Refering to the *Social aspects* graphic, discuss possible reasons for the variations shown.
   Work out the percentage of the population that has a telephone, a radio etc for a clearer understanding of the data given.



6 **Workforce**
Comment on the comparative workforce statistics.

Source: *Asia 1989 Yearbook*

Trade and tourism

1. Trade with China has increased dramatically. China ranked 12th in importance as a buyer of Australian goods in 1983 ($467.3 million) but had risen to 3rd in importance in 1987-88 ($1 227 million). This figure puts them only behind Japan ($10 661 million) and USA ($4 652 million).
Using the statistics below draw graphs for the 1985-86 and 1987-88 years. Use these graphs to make predictions about trade between China and Australia.

Australia's top ten exports to China ($'000)

	1985-86	1987-88
cereals	466 000	264 000
commodities & financial transactions	278 000	251 000
textile fibres — not manufactured	266 000	475 000
metalliferous ores & metal scrap	203 000	125 000
iron & steel	124 000	13 000
coal & coke	34 000	9 000
animal oils & fats	26 000	15 000
non-ferrous metals	20 000	25 000
leather & leather manufactures	18 000	7 000
unprocessed hides & skins	11 000	20 000

Source: ABS

China's top ten exports to Australia ($'000)

	1985-86	1987-88
textile yarn & fabrics	114 000	187 000
clothing & accessories	93 000	234 000
other manufactured articles	177 000	399 000
footwear	24 000	37 000
commodities & financial transactions	16 000	35 000
petroleum & petroleum products	16 000	8 000
vegetables & fruit	16 000	17 000
travel goods & handbags	13 000	43 000
manufactures of metal	10 000	18 000
inorganic chemicals	10 000	16 000
transport equipment *	327	19 000
furniture *	6 000	13 000
telecommunication & sound recording & reproducing apparatus *	2 700	13 000

* These three categories did not figure in the top ten in 1985-86 but have overtaken other imports since then.
Source: ABS

2. **Balance of trade**
Australia's balance of trade with China is still in Australia's favour. Comment on the figures below and give possible reasons for the trends that are appearing.

	1985-86	1986-87	1987-88
Value of imports from China	$435 032 000	$588 811 000	$850 542 000
Value of exports to China	$1 497 376 000	$1 592 312 000	$1 277 465 000

3. **Tourism statistics**

	1986	1987
arrivals from China	6 200	10 900
total arrivals from Asia	349 500	470 900
departures of Australian residents to China	19 100	17 200
total departures of Australian residents to Asia	520 200	547 400

What reasons can you give for the relatively small number of tourist arrivals and departures between Australia and China, especially in comparison to the figures for Asia as a whole?
Collect tourism materials about China. Include details of airlinks, attractions, accommodation, costs and visas.

1 **Use the vocabulary list to help you translate the sentence below.**

你学中文，我很高兴。你说中文非常难，其实中文不很难。

he/she him/her	他	practice	练习	fish	鱼
you	你	say	说	cook	做
I/me	我	extremely	非常	interesting	有意思
good/well	好	difficult	难	easy	容易
Chinese	中文	not	不	delicious	好吃
am studying	学	in fact	其实	is/am	努力
very	很	eat	吃	can	是
many/much	多	glad (happy)	高兴	try hard at	能

2 **Now try to compose a different sentence using these characters.**

3 **The Chinese words for the numbers to ten are written below. Write the Chinese characters for each number next to each word.**

yi	san	wu	qi	jiu
er (liang)	si	liu	ba	shi

Indo-China — the troubled land

Three quite separate countries — Vietnam, Cambodia and Laos — make up what we call Indo-China. The actual name — Indo-China — is perhaps not the most accurate way of describing these three countries. They are, after all, quite separate and distinct. The term Indo-China is an artificial one and was introduced into the language by the French who, as a major power, developed a colonial empire in this region during the last century.

These three countries have had a turbulent and troubled past with war and hardship being a part of life for many years. While there are many things which link these countries, they are quite different in language and cultural traditions. The nations of Indo-China are today ruled by communist-style governments and are politically very close. The Soviet Union is their major ally and trading partner. The road to independence was a difficult one for these three countries. The French, as colonial rulers would not consider granting freedom to their colonies and so a long and bitter war was waged by guerrilla forces. The war against the French was most pronounced in Vietnam, but this conflict was soon to be overshadowed by the war between the communist north and the south which was backed by the United States. More than 50 000 US troops died in this war and hundreds of Australian soldiers lost their lives before they withdrew in the early 1970s and Vietnam was re-unified.

Civil war and prolonged bloodshed have cost the nations of Vietnam, Cambodia and Laos dearly. Today they are largely isolated from all but their socialist allies. The USA still refuses to normalise relations with its former enemy.

While it has been Vietnam which has been at the centre of all developments in Indo-China, as it is by far the most powerful and significant of the three countries, Cambodia has been capturing headlines in recent months. On Christmas Day, 1978, the regime of Pol Pot was overthrown with Vietnamese support. Pol Pot's rule had been a terrible period in Cambodia's history. His cruel reign saw more than a million Cambodians die and the country turn into a vast concentration camp. In late September, 1989, Vietnamese troops left Cambodia but Pol Pot and his Khmer Rouge army are still a powerful force, and for the people of Cambodia the memories of his rule are still fresh. As a consequence of this threat of a return of the much feared Pol Pot and the lack of support from most Western nations, Cambodia and its Indo-Chinese neighbours face a lengthy period of hardship.

As a result of decades of war and turmoil development has been slow. (APHEDA)

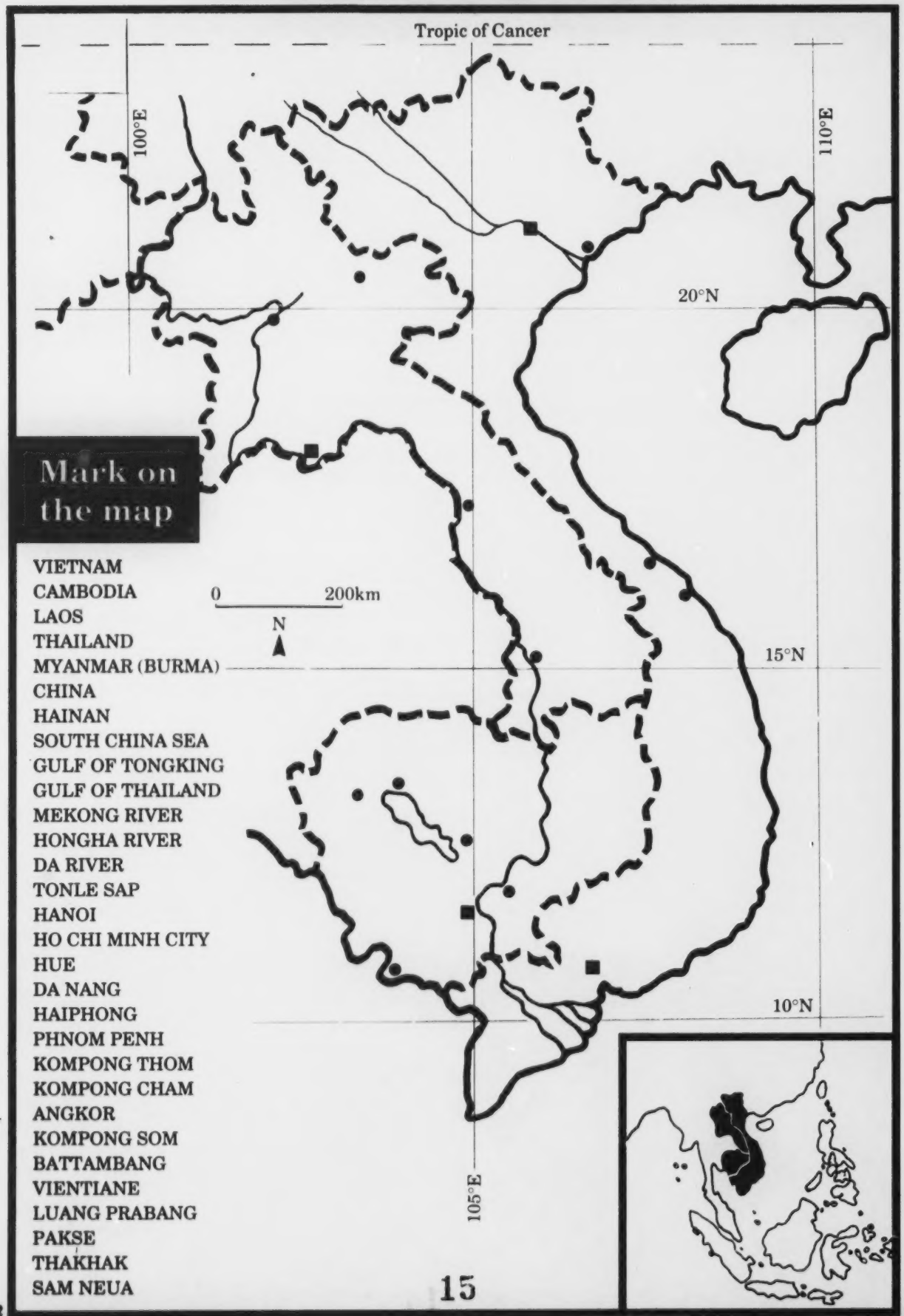
However, it is wrong to think that Laos, Cambodia and Vietnam are nothing more than war zones. Life generally goes on for the people as it has done for centuries. They are a farming people and slowly, with the terror of decades of war behind them, their agricultural base is returning to normal. Vietnam, for the first time in 30 years, has been able to sell a considerable amount of rice on the world market. Even with poor official relations with many countries, Vietnam is developing the beginnings of an industrial base as well.

The three countries have much in common. Their recent history has been linked. Indeed it has been this recent history which has created a sense of unity. Traditionally there has been a degree of hostility between the Vietnamese and Cambodians, but today, due to the extreme circumstances of war and the rule of the Khmer Rouge, the two peoples have developed strong bonds.

The ethnic groupings which make up the countries of Indo-China have mixed as well, with many of these ethnic groups being found in all three countries. They are, however, separated by language and culture. If circumstance had allowed, and war and suffering had not been such a close and constant companion, their development may have been quite different. However, the facts are that the futures of Vietnam, Cambodia and Laos are linked and will remain closely connected.

The people of Indo-China have suffered but are surviving despite terrible hardships — poverty, shortages, shattered economies, lack of aid and isolation — but development goes on. It is remarkable that with these problems there is any development at all and yet, progress is being made as Vietnam, Laos and Cambodia rebuild.

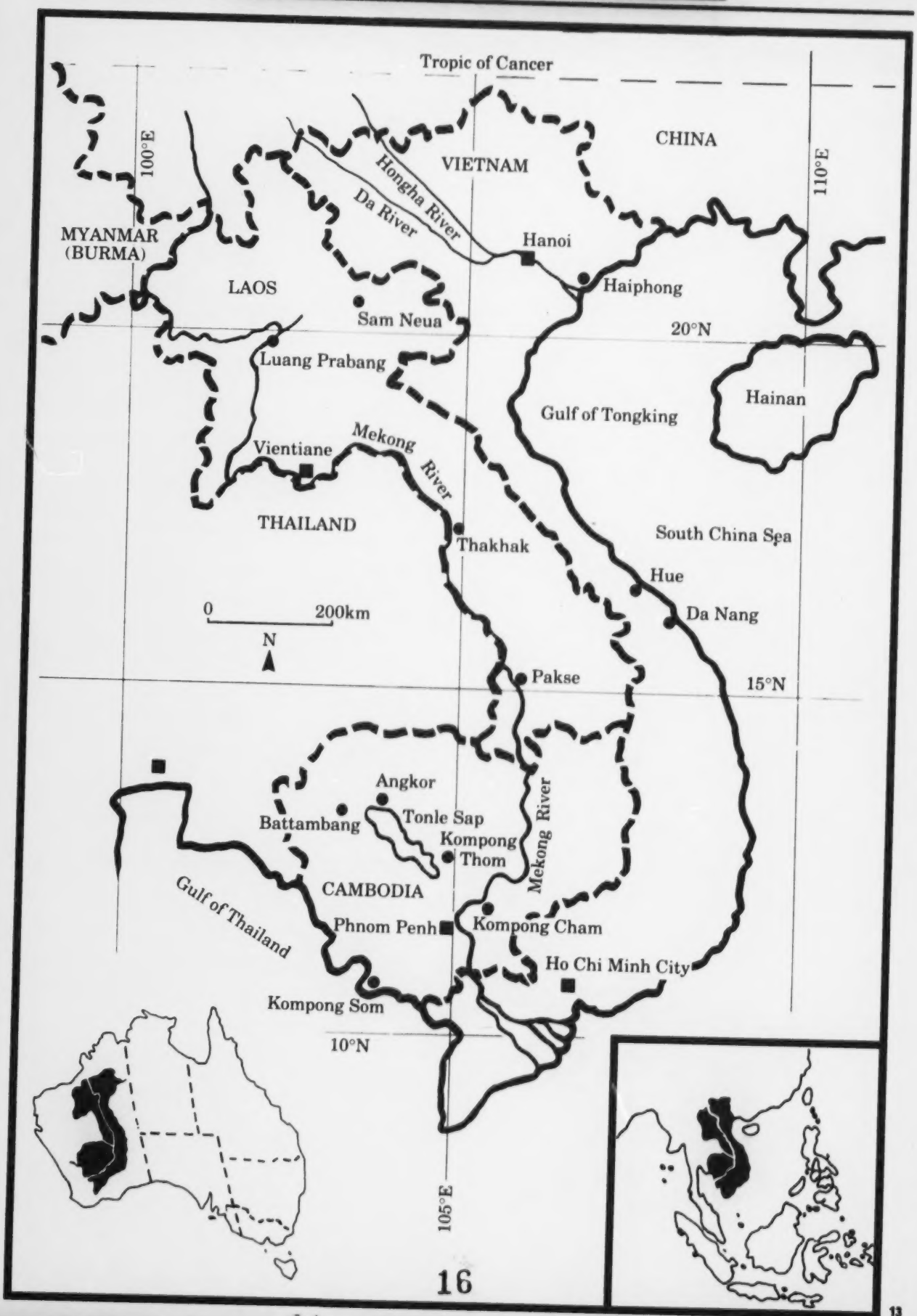
Indo-China



Mark on the map

VIETNAM
CAMBODIA
LAOS
THAILAND
MYANMAR (BURMA)
CHINA
HAINAN
SOUTH CHINA SEA
GULF OF TONGKING
GULF OF THAILAND
MEKONG RIVER
HONGHA RIVER
DA RIVER
TONLE SAP
HANOI
HO CHI MINH CITY
HUE
DA NANG
HAIPHONG
PHNOM PENH
KOMPONG THOM
KOMPONG CHAM
ANGKOR
KOMPONG SOM
BATTAMBANG
VIENTIANE
LUANG PRABANG
PAKSE
THAKHAK
SAM NEUA

Indo-China


Tropic of Cancer
CHINA
VIETNAM
Hongha River
Da River
Hanoi
Haiphong
MYANMAR (BURMA)
LAOS
Sam Neua
20°N
Luang Prabang
Hainan
Gulf of Tongking
Vientiane
Mekong River
THAILAND
Thakhak
South China Sea
Hue
0 200km
N
Da Nang
Pakse
15°N
Angkor
Battambang
Tonle Sap
Kompong Thom
Mekong River
CAMBODIA
Gulf of Thailand
Phnom Penh
Kompong Cham
Ho Chi Minh City
Kompong Som
10°N
100°E
110°E
105°E

Vietnam datafile

CAPITAL
Hanoi, although Ho Chi Minh City is the largest city in the country.

HEADS OF GOVERNMENT
President — Vo Chi Cong, Premier — Do Muoi

ETHNIC COMPOSITION
Over 60 ethnic groups but predominantly Vietnamese — 85%.

RELIGION
The religious beliefs of most Vietnamese comprise a mixture of Taoism, Confucianism, Buddhism and Animism. Mahayana Buddhism could be said to predominate. Some Christianity in the South.

LANGUAGE
Vietnamese

PHYSICAL FEATURES
The country extends 1 650km between approximately 8°N and 23°N and varies between 600km to 50km in width. There are four major areas the Hongha River Delta, the Mekong Delta, a narrow coastal zone and the Central Highlands.

CLIMATE
The climate is tropical with summer monsoons between May and November. Cooler months are from December to March. Hanoi varies between about 30°C-20°C with annual rainfall about 1 500mm.

CURRENCY
dong

MAJOR INDUSTRIES
electricity, steel, cement, cotton fabrics, paper, fishing.

MAJOR AGRICULTURE
grain, sugar, tea, coffee, rubber

MINING
coal, chromium

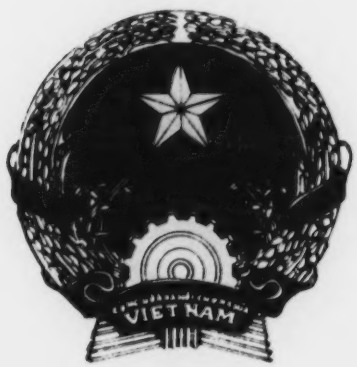
MAJOR IMPORTS
petroleum products, fertiliser, rice, steel

MAJOR EXPORTS
coal, rubber, tea, coffee, wood, shrimp, potatoes

POPULATION STRUCTURE

TOTAL	65.4 million
UNDER 15	40%
BIRTH RATE (per 1 000)	34
INFANT MORTALITY RATE (per 1 000)	53
LIFE EXPECTANCY	63
DEATH RATE (per 1 000)	8
AVERAGE ANNUAL GROWTH RATE	2.6%
WORKFORCE	34 million
GNP PER CAPITA $A	$169

Sources: *Outline Series*, Department of Foreign Affairs
Asia Yearbook 1989, Far Eastern Economic Review



Cambodia datafile

CAPITAL
Phnom Penh

HEADS OF GOVERNMENT
President - Heng Samrin,
Premier - Hun Sen

ETHNIC COMPOSITION
90% Khmer, 5% Chinese, balance - Cham-Malays, Khmer Loeu and Vietnamese

RELIGION
Theravada Buddhism (Khmers), Islam (Chams), Mahayana Buddhism, Taoism, Confucianism and Animism (Chinese and Vietnamese)

LANGUAGE
Khmer

PHYSICAL FEATURES
Cambodia is dominated by the Mekong River. In the centre of the country is the Tonle Sap, an inland lake which acts as a natural reservoir for the Mekong. When the Mekong floods Tonle Sap spreads to 1 994sqkm as compared to its dry season size of 259sq km.

CLIMATE
The tropical climate has two distinct seasons — rainy southwest monsoons from May to October and dry northeast monsoons for the rest of the year.

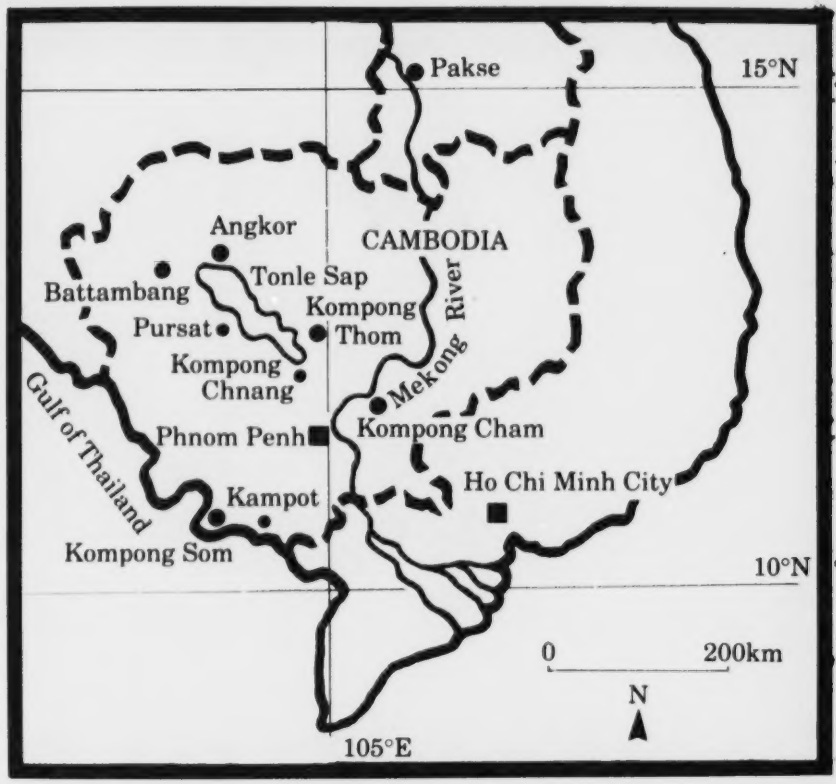
CURRENCY
riel

MAJOR INDUSTRIES
timber

MAJOR AGRICULTURE
maize, fishing, rubber, potatoes, beans, sesame, jute, cotton, tobacco.

MAJOR IMPORTS
machinery, fuel, consumer goods, raw materials, fertilisers, insecticides.

MAJOR EXPORTS
timber, rubber, kapok, car tyres, sandalwood, resin, maize, tobacco, soybeans, handicrafts.



POPULATION STRUCTURE	
TOTAL	7.9 million
UNDER 15	35%
BIRTH RATE (per 1 000)	40
INFANT MORTALITY RATE (per 1 000)	134
LIFE EXPECTANCY	48
DEATH RATE (per 1 000)	17
AVERAGE ANNUAL GROWTH RATE	2.3%
WORKFORCE	2.74 million
GNP PER CAPITA $A	$169

Sources: *Outline Series*, Department of Foreign Affairs
Asia Yearbook 1989, Far Eastern Economic Review

Laos datafile

CAPITAL
Vientiane

HEADS OF GOVERNMENT
President — Phoumi Vongvichit (acting as of Dec '88, Premier — Kaysone Phomvihan

ETHNIC COMPOSITION
50% Lao-Thai, the other half mainly tribal minorities, also Vietnamese and Indian minorities.

RELIGION
Buddhist (Lao-Thais), Animism (tribal minorities)

LANGUAGE
Lao

PHYSICAL FEATURES
Laos is landlocked and mountainous. The Mekong River runs almost the entire length of Laos and is an important means of communication for the country's population centres. Most of the Lao agriculture is on the adjacent plains. The northern highlands are home to small tribal minorities.

CLIMATE
The climate is tropical monsoon with a wet season from May to October.

CURRENCY
kip

MAJOR INDUSTRIES
electric power, plywood.

MAJOR AGRICULTURE
rice, maize, coffee, forestry, fishing.

MINING
tin, gypsum, coal.

MAJOR IMPORTS
—

MAJOR EXPORTS
electricity, timber, tin, gypsum, coffee

POPULATION STRUCTURE	
TOTAL	4.5 million
UNDER 15	43%
BIRTH RATE (per 1 000)	41
INFANT MORTALITY RATE (per 1 000)	122
LIFE EXPECTANCY	50
DEATH RATE (per 1 000)	16
AVERAGE ANNUAL GROWTH RATE	2.5%
WORKFORCE	1.85 million
GNP PER CAPITA $A	$175

Sources: *Outline Series*, Department of Foreign Affairs
Asia Yearbook 1989, Far Eastern Economic Review

Assignment sheet

1 Choose one of the countries of Indo-China and make a study of major periods in its recent history.

2 Find out about the origin of the written languages of the peoples of Indo-China and what they sound and look like. Learn some simple situational words or phrases.

3 Collect traditional recipes from Indo-China and prepare some dishes.

4 Find out about the literature, arts and crafts of the peoples of this region.

5 Research and make a list of the festivals that are observed in the countries of Indo-China. In Vietnam, Cambodia and Laos the lunar calendar is used. Refer to the diagram below to work out which animal signs are of importance to your family or friends.

6 Compare the 'Population Structure' statistics for Vietnam, Cambodia and Laos and then research similar figures for Australia. Discuss the similarities and differences between all four countries.

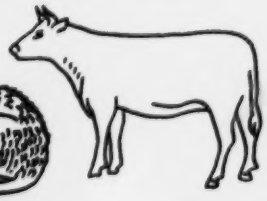
7 The table below shows size and land use comparisons between the four countries listed. Prepare diagrams, graphs or pictographs to depict these comparisons.

LAND USE	VIETNAM	CAMBODIA	LAOS	AUSTRALIA
TOTAL AREA (square kilometres)	329 600	181 000	236 800	7 682 000
CULTIVATED	20%	11%	3%	2.7%
FOREST	31.3%	74%	40%	5.4%
PASTURE	14.8%	3%	na	61%
URBAN DWELLERS	19%	11%	16%	86%

Lunar Calendar

pig
1935 1971
1947 1983
1959

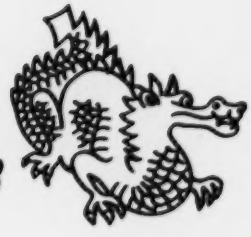
rat
1924 1960
1936 1972
1948 1984



ox
1925 1961
1937 1973
1949 1985

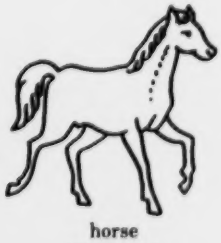
tiger
1926 1962
1938 1974
1950 1986

rabbit
1927 1963
1939 1975
1951 1987



dragon
1928 1964
1940 1976
1952 1988

snake
1929 1965
1941 1977
1953 1989



horse
1930 1966
1942 1978
1954

goat
1931 1967
1943 1979
1955

monkey
1932 1968
1944 1980
1956

cock
1933 1969
1945 1981
1957

dog
1934 1970
1946 1982
1958

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Indonesia — young nation, ancient land

The Republic of Indonesia is one of our nearest Asian neighbours and is probably our most important for a number of reasons. This importance lies in the fact that it is so near and also that it is such a populous country.

Indonesia has had a special relevance for Australia for many years. It is the most popular destination for Australian travellers to Asia, but it is important not just as a tourist destination. While we all might know someone who has been to Bali, the country as a whole is significant.

Indonesia is a valuable trading partner for Australia. In 1988, Australia sold Indonesia goods to the value of nearly $600 million and imported almost $588 million worth of Indonesian products.

It was not until 1949 that the people of Indonesia won their independence from the Dutch and in 1950 became a member of the United Nations. Since then Australian governments have had formal relations with the Republic of Indonesia, although there have been periods when tension has been in the air. The early 1960s was a time when there was considerable concern. Indonesia and Malaysia were on a virtual war footing. Many in Australia feared that the Indonesians were becoming a serious threat to Australia's security. In 1975 Indonesia invaded the former Portugese colony of East Timor. This caused a political storm and anti-Indonesian feelings were quite pronounced. However, the Australian government maintained relations with our powerful neighbour.

Today our relations are generally steady although there are still moments of tension. Recently Australian journalists were banned from Indonesia following some reporting which the Indonesians considered to be inappropriate. These minor differences may come and go but it is clear that current thinking between the two countries is quite close on many matters. An important feature of Australia's relations with Indonesia lie in defence-related areas. Both countries share common beliefs regarding the security needs of the region. The Australian military assist in providing training programs for Indonesian officers.

Indonesia is the fifth most populous country in the world with about 177 million people living on the thousands of islands which make up the country. While there are 13 000 islands, the five major ones — Java, Sumatra, Kalimantan, Sulawesi and Irian Jaya — contain the bulk of the population. The distribution of population is very erratic. Java, for instance is roughly the size of Victoria but has a population of something like 100 million.

So, with a huge population, and being of significance both strategically and in the area of trade, Indonesia has become, for Australia, a very important neighbour. Indonesia is the main recipient of Australian development assistance in the whole of South East Asia. During 1988, Australian aid to Indonesia totalled $84.7 million.

The nation itself is a very young one — both in terms of the age of the country itself and of the population. The Republic has only existed since 1949. The population, too, is young with 42 percent under the age of 15 and only five percent over the age of 65.

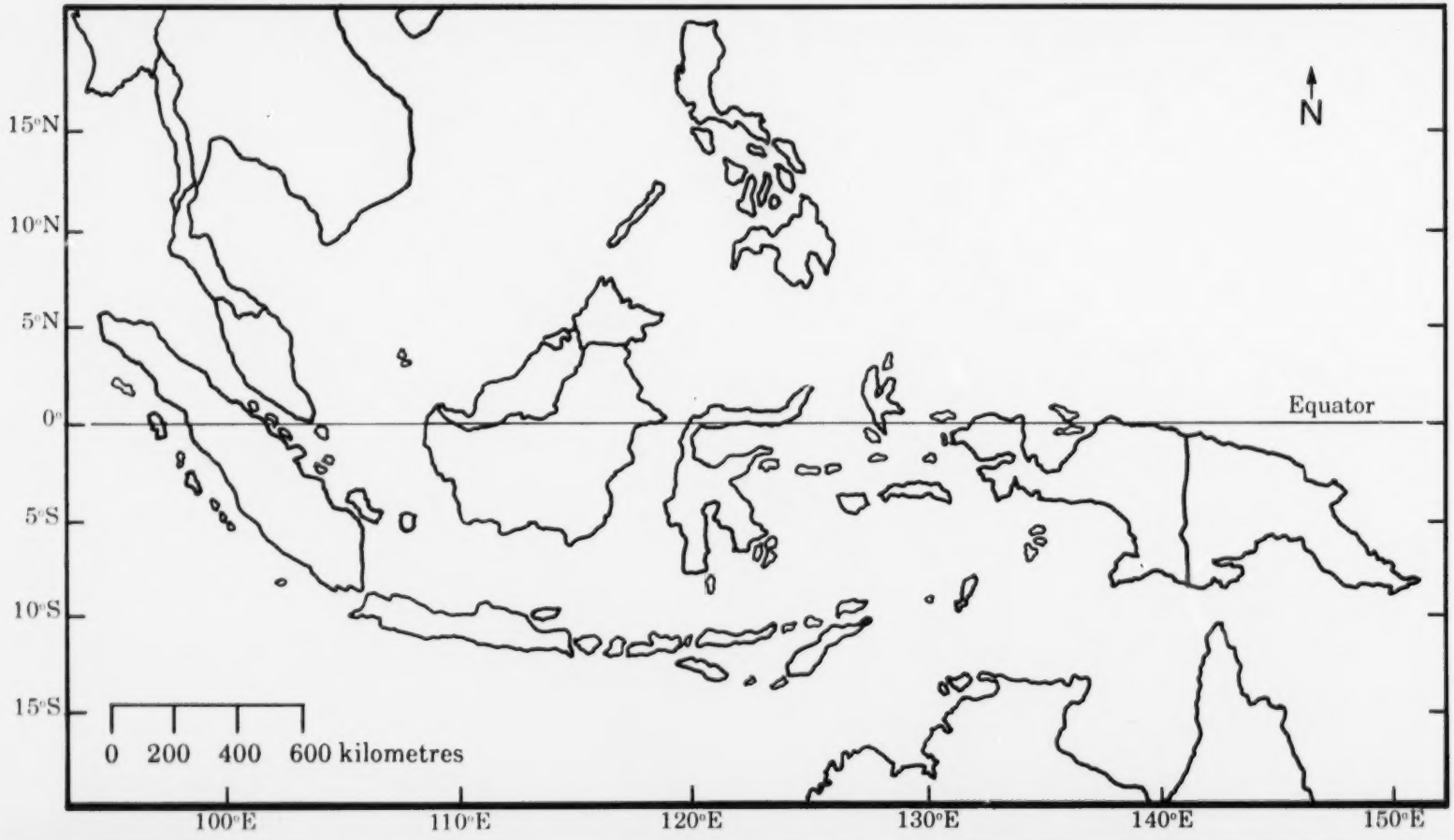
Development for this nation of islands has been difficult. Huge communication problems existed. There are some 200 different languages spoken on the 13 000 islands. A national language had to be created. Bahasa Indonesia became that official language.

Political problems have also beset the country, with coup attempts in 1949 and 1965. The attempted coup in 1965 saw hundreds of thousands of Indonesian communists killed. Indonesia's first leader, President Sukarno was removed from power. The new leader, President Suharto, developed a new, specifically Indonesian ideology called *Pancasila*. This theory promotes five principles — belief in one God, Humanitarianism, Unity, Democracy and Social Justice.

President Suharto is still in power today and Indonesia is politically stable. His methods have, at times, been criticised but the fact remains that the running of a country as culturally diverse as Indonesia poses enormous difficulties. The economy of the country remains buoyant. For years it was based on money earned from oil, but it is now shifting emphasis to non oil-based manufacture.

Progress for our northern neighbour has not always been smooth but contact between Indonesia and Australia continues to expand.

Traditional markets places are still an important feature of Indonesian life (L. Tandy)



Mark on map

SUMATRA	LOMBOK	TIMOR SEA	**And Indonesia's neighbours**	
KALIMANTAN	TIMOR	INDIAN OCEAN	PAPUA NEW GUINEA	SINGAPORE
SULAWESI	IRIAN JAYA	SOUTH CHINA SEA	SARAWAK	PHILIPPINES
JAVA	MOLUCCUS	JAVA SEA	SABAH	THAILAND
BALI	JAKARTA	ARAFURA SEA	AUSTRALIA	MALAYSIAN PENINSULA
PALEMBANG	YOGYAKARTA	STRAITS OF MALACCA	BRUNEI	MYANMAR (BURMA)

Indonesia — *Indos* meaning East Indian and *nesos* meaning islands

CAPITAL Jakarta on the island of Java.

PRESIDENT Suharto

CURRENCY Rupiah — one rupiah = $A0.08 (July '89)

LOCATION APPROXIMATELY BETWEEN
LATITUDE 5°N AND 10°S
LONGITUDE 95°E AND 140°E
AREA 1 919 000 sq km
(about the size of Victoria and Queensland put together)

POPULATION STRUCTURE	
TOTAL	(AUSTRALIA)
177.8 million (July '89)	16.6 million
UNDER 15	
40%	23%
BIRTH RATE	
27 per 1 000	15 per 1 000
INFANT MORTALITY RATE	
88 per 1 000	9.8 per 1 000
LIFE EXPECTANCY	
58 years	76 years
DEATH RATE	
10 per 1 000	7 per 1 000
AVERAGE ANNUAL GROWTH RATE	
1.7%	0.8%

RELIGION
90% Muslim, Hinduism flourishes on Bali and there are about 10 million Christians.

LANGUAGE
Bahasa Indonesian based on Malay, an early trading language. 150-250 other languages and dialects.

PHYSICAL FEATURES
Indonesia is 4 000kms east to west. It is made up of 13 000 islands (less than half are inhabited). Indonesia is in an active seismic zone and has 60 active volcanoes.

CLIMATE
The climate is tropical with a mean annual temperature in Jakarta between 26-30°C. There are two main seasons:-
Wet — November to April
Dry — May to October.

MAJOR INDUSTRIES
textiles, steel, vehicle assembly, cement, cigarettes, plywood.

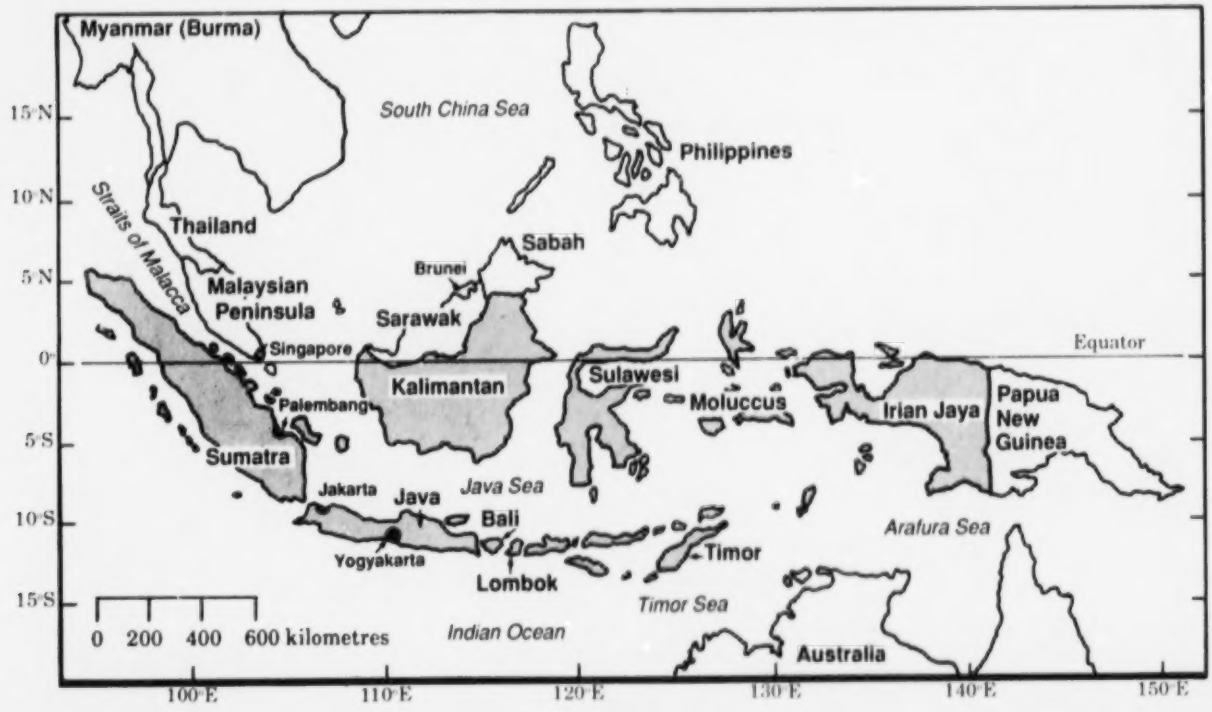
MAJOR AGRICULTURE
rice, copra and coconuts, rubber, palm oil, cassava, cane sugar, coffee.

MAJOR IMPORTS
capital equipment, oil and oil products, chemical products, base metals, food, beverages and tobacco.

MAJOR EXPORTS
oil and oil products, LNG, timber, rubber, textiles, garments and handcrafts.

MINING
coal, tin, nickel ore, bauxite.

Asia Yearbook 1989
Outline Series



Worksheet 1

Penggunaan bahasa dalam peta

1 Using your atlas find out what these bahasa Indonesia words mean in English —

selatan, utara, barat, pegunungan, danau, sungai, pulau, karang, teluk, laut, samudera, selat, tanah, katulistiwa, Garis Balik Selatan.

2 Use your new knowledge to prepare a map of your state using bahasa Indonesia to name the physical features.

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Worksheet 2

Penggunaan bahasa dalam kelas

Picture clues

1. meja tulis
2. papan tulis
3. kapur
4. guru
5. meja
6. tas
7. bola
8. buku
9. kotak
10. kursi
11. langit langit
12. lemari
13. pintu
14. laci
15. penghapus
16. bendera
17. lantai
18. bunga
19. lampu
20. majalah
21. peta
22. murid
23. kopor
24. jam dinding
25. matahari
26. pohon
27. pena
28. pensil

Activities

1 Using the picture for clues work out what the bahasa Indonesian words mean in English.

2 Make Indonesian labels and attach to things in your room eg. pintu, meja, lemari, peta.

3 Practise asking and answering questions about the classroom.

itu means that
ini means this
apa means which

Apa itu? (pointing to the door)
Itu pintu.
Apa ini ? (pointing to your desk)
Ini meja tulis.

4 Unjumble the English words in the brackets to indentify the *warna* bahasa Indonesia (colours in Indonesian).

warna bahasa Indonesia

abu-abu (ygre)	merah (dre)
hijau (gneer)	putih (ihtwe)
hitam (akcbl)	ungu (prleup)
kuning (elwloy)	biru (uleb)
jingga (agrone)	cokelat (wbrno)

5 Colour in the picture using these warna.

kuning 7, 24, 25, 14
abu-abu 9, 6, 13, 22
jingga 21, 8, 20, 5
hijau 12, 26(b), 4, 15
merah 16(a), 23, 10, 3, 27
hitam 19, 28
putih 17, 16(b), 11
biru 2, 19
ungu 18
cokelat 1, 26(a), 15

How to make satay

SATAY — serves 4-6

bamboo skewers
750g of quality lamb, beef, chicken or pork fillet

SATAY SAUCE

6T peanut butter
(2 freshly ground chilis)
rind of 1 lemon, grated
4T chopped onion
2t soft brown sugar
300ml water
juice of 1 lemon
2T oil
2-4T soy sauce
(kecap manis)

Cut the meat into 2cm cubes. Thread 4 or 5 onto each skewer.
Crush the onion into a paste (with the chili if you're making a 'hot' sauce) then saute in oil, stirring constantly, for 1-2 minutes. Add the water, lemon juice and rind and mix well.
Add the soy sauce and sugar, simmer for 5-10 minutes.
Add the peanut butter, combine well, and simmer another minute.

Pour the sauce into a shallow dish and soak the satays in it for a couple of hours. When ready to eat, remove the satays and grill over coals or under a hot grill until tender. Reheat the satay sauce and use as a dip when eating the satays.

Satay being cooked over hot coals.

How to make a shadow puppet

Colour the puppet with bright colours such as blue, red, white and gold.

Secure the puppet onto coat hanger wire to give it rigidity. Use thread to attach the wire at intervals along the length of the puppet. Twist one end of the coat hanger wire to make a handle so the puppet is held upright.

Attach other lengths of wire to the hands of the puppet so the arms can be manoeuvered from below.

The puppet is now ready for use.

Use an epidiascope to project the image of a puppet to the desired size.

Trace the puppet from the projected image, allowing extra where there is to be an overlap (eg the shoulders and elbows).

Paste the traced puppet onto cardboard and allow to dry.

Select and cut out the internal sections that are to allow the light through.

Cut out the pieces of the puppet.

Make holes in the pieces to be joined together and join with thin wire.

A shadow puppet of Shinta, a princess.

How to make batik

Note: batik making in the classroom represents a major activity. Preparation of work areas and close supervision is crucial. What follows is a basic guide only.

You will need:

- wax — one part resin or beeswax with four parts paraffin or candle wax;
- dye — one or two packets of cold water household dye;
- cloth — cotton is probably the best. A good size would be about 30cm by 40cm;
- brushes — several synthetic bristle brushes or a canting to apply the wax;
- bowls — made of plastic, glass or enamel;
- charcoal to draw on the design;
- double boiler or electric frypan or old saucepan to melt wax;
- rubber gloves or tongs;
- an iron;
- brown paper;
- newspaper.

THE BATIK PROCESS

1 Wash and press the fabric before working. The fabric may then be stretched over a frame, but this is not essential. You may prefer to pin the cloth to a thick layer of newspapers.

2 Draw a charcoal sketch of the design. It is possible to begin working spontaneously on the fabric without a design in mind but it is helpful to work from a plan. Charcoal is used to draw the design as it will wash out in the dyeing process.

3 Select the areas to be reserved on the fabric in the first dyeing. Brush melted wax onto the fabric in lines or over areas to be reserved. This will protect those areas which you want to remain the original colour of the fabric. The wax must be kept hot enough to penetrate the fabric on contact.

4 The first colour to be dyed should be the lightest colour. For even dyeing, every part of the fabric must be exposed to the dye. Colours will appear brighter and darker when the fabric is wet.

5 Gently rinse the fabric to remove the excess dye. Do not wring the fabric. To dry, hang it from one side on the clothesline or allow to dry flat on newspaper.

6 When the fabric is completely dry it is ready for the second working and dyeing.

7 Rewax the material, this time covering those parts you want to remain the original colour of the material and those parts you wish to remain the colour you have already dyed. Dye. When the fabric is completely dry again it is time to remove the wax.

8 To remove the wax, scrape off as much as possible. Place the fabric between sheets of brown paper and then press the fabric with a hot iron. The wax will melt and soak into the paper. Discard the paper as this occurs and replace with new paper.

Rawan, Rama and Shinta three of the main characters from the Ramayana.

Japan at work

Japan, in terms of economic strength, would have to be considered as being the leading country in Asia. Apart from the USA, Japan is Australia's biggest customer on the world market.

The fact that Japan has reached such economic importance in the world is made all the more dramatic when recent history is taken into account. At the end of the Second World War Japan was in absolute ruins. Atom bombs had been dropped on two cities — Hiroshima and Nagasaki and the country and its economy were in deep shock.

From this wreckage arose a most powerful nation. Many theories have been put forward as to why this was the case. One factor which seems to be of major importance is that for centuries Japanese society had been based on order and discipline. This discipline was transferred to the Japanese workforce.

Japan is still a very ordered society and the world of work is still of great importance. Japanese workers still work the longest hours of any comparable modern nation. In a land with few natural resources, hard work and team effort are regarded as virtues. However, the government is beginning to look at ways of reducing the working hours of its people. The reasons are that the economy of the country is so strong, and, importantly, the younger generation of Japanese are less inclined to accept the traditional virtues of absolute loyalty to those in control. Once, loyalty to the emperor, the government or the company was taken for granted. Today a generation of well-educated and increasingly wealthy people are questioning these old values.

In Japan this new generation of workers is referred to as *shinjinrui*, or 'new human beings' with western ideas about work and leisure. A recent survey showed that only 5.5 percent of people aged between 18 and 24 were prepared to sacrifice their interests for the sake of society.

Western ideas are competing with tradition in Japan (C. Forsyth)

Western influences are very strong in Japan. For centuries the rulers of Japan shunned the west and its 'alien' ideas and influences. Gradually this isolation was broken down and today Japan is one of the most westernised nations in Asia. It has been the USA, in particular, that has been the major influence on Japanese society in a great many ways.

This does not mean that life in Japan has suddenly become totally different or that western ideas are in complete control. The education system, for example, is still very strict. The Japanese system places huge importance on getting the best education possible and competition between students is high. This competition begins quite early. Even in the junior high school there is a big emphasis on exam results. A place in a good school depends on your marks. The competition gets hotter as the student gets closer to university. Many parents even send children as young as three years old to weekend camps to teach them the skills of co-operation, obedience and patience which might help them get a head start in the school race.

The school is a highly organised place. The school week finishes on Saturday morning. Dress and behaviour regulations are very tough. Discipline in school is quite rigid.

So while the younger workers may be rejecting the older styles of behaviour, traditional methods of behaviour are still being actively encouraged.

There has been a growing interest in Japan in recent years and the Japanese have, in turn been showing an increased interest in Australia. More and more Japanese are choosing Australia as a holiday destination. Japanese business people are investing heavily in Australia. The Japanese language is becoming a popular choice in Australian schools. Many Australians are today using these new language skills in their working life.

The study of Japanese is being seen by business people as well as by the school system as being of great importance. As Australia and Japan trade more and as the importance of Japan in the region becomes more obvious, then it is clear that Australians need to be able to have a clear appreciation of the culture and language of their trading partner.

A meeting between Australian and Japanese government ministers in Tokyo in early 1989 agreed to 'diversify ties' even more. This means there will be even greater scientific, technological, cultural and tourism exchange in the future. Knowledge about Japan from an Australian point of view means that the future is less uncertain.

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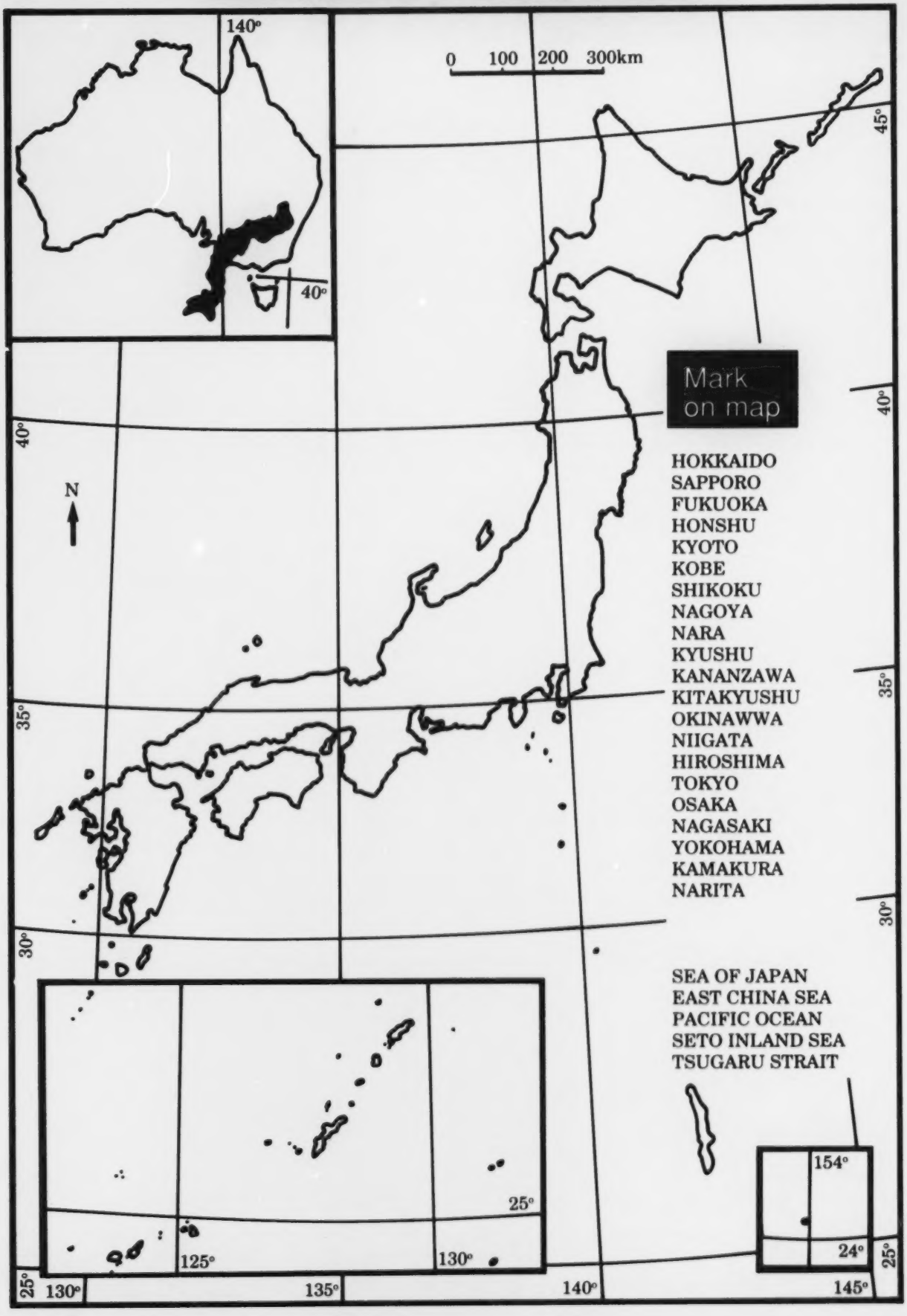
Japan



Mark on map

HOKKAIDO
SAPPORO
FUKUOKA
HONSHU
KYOTO
KOBE
SHIKOKU
NAGOYA
NARA
KYUSHU
KANANZAWA
KITAKYUSHU
OKINAWWA
NIIGATA
HIROSHIMA
TOKYO
OSAKA
NAGASAKI
YOKOHAMA
KAMAKURA
NARITA

SEA OF JAPAN
EAST CHINA SEA
PACIFIC OCEAN
SETO INLAND SEA
TSUGARU STRAIT

CAPITAL
Tokyo

HEAD OF STATE
Crown Prince
Tsugonomiya Akihito

PRIME MINISTER
Noboru Takeshita

CURRENCY
yen ($A 1 = 122 yen — Jan '89)

sources: Out*line series*, Department of Foreign Affairs
Asia 1988 yearbook

POPULATION

STRUCTURE	
TOTAL	122.9m (Jan '89)
UNDER 15	22%
BIRTH RATE	12 per 1000
INFANT MORTALITY RATE	5.5 per 1000
LIFE EXPECTANCY	77 years
DEATH RATE	6 per 1000

AREA
nearly 380 000 sq km

MAJOR ISLANDS
Honshu
Hokkaido
Shikoku
Kyushu
There are also about 3 900 smaller islands

MAJOR CITIES
Osaka
Yokohama
Nagoya
Kyoto
Kobe
Fukuoka
Kitakyushu
Sapporo

CLIMATE
located in the temperate and monsoon zones with large yearly temperature variation and heavy annual rainfall

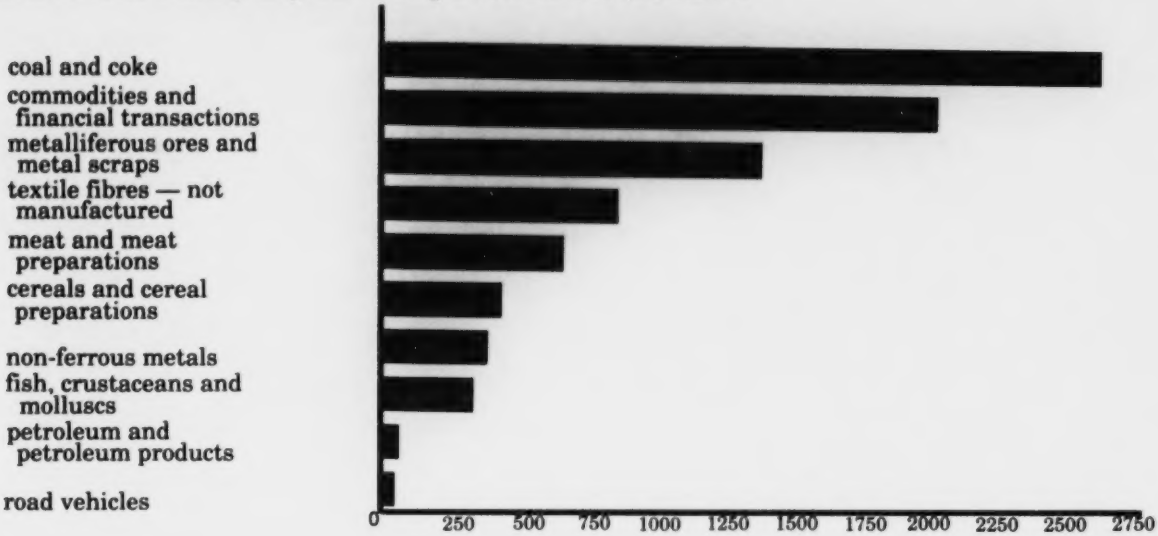
MAJOR INDUSTRIES
iron and steel
motor vehicles
TV sets and VTR's
industrial electronic equipment
machine tools

MAJOR AGRICULTURE
fisheries
rice
beef and pork
logs
vegetables

MAJOR EXPORTS
machinery and equipment
motor vehicles
iron and steel,
chemicals, vessels
textiles

MAJOR IMPORTS
petroleum
foodstuffs
machinery and equipment
fish and shellfish
coal

Australia's ten top exports to Japan (1986-87) $Amillion



Use these figures to draw a graph to show Australia's top ten imports from Japan.

Australia's ten top imports from Japan (1986-87) $Amillion

road vehicles	2 498
telecommunication and sound equipment	851
office machines and data processing equipment	634
electrical machinery apparatus and appliances	535
specialised industrial machinery	432
industrial machinery and equipment	377
textile yarn, fabrics and made-up articles	315
power generating machinery and equipment	311
iron and steel	295
photographic apparatus, watches, clocks	220

source: Australian Bureau of Statistics

Australia's trade with Japan (1986-87) $Amillion

total exports	9 088
total imports	8 248

Balance of trade in Australia's favour

total exports to all countries in $Amillion	35 725
total imports from all countries in $Amillion	37 092

Calculate the percentage of Australia's trade with Japan in exports and imports in comparison to Australia's total imports and exports.

$$\% \text{ of import trade} = \frac{8\,248 \times 100}{37\,092}$$

$$\% \text{ of export trade} = \frac{9\,088 \times 100}{35\,725}$$

Choose one of the categories of trade between Australia and Japan (eg fish, crustaceans & molluscs exports to Japan or vehicle imports from Japan) and prepare a detailed case study.

Clues to the Japanese market

During an address presented to a meeting in Tasmania in July 1988 Mr John Tait, the former senior trade commissioner and consul general to Osaka, said . . .

'In trading with Japan there are factors upon which we can have a quite significant effect. Coincidentally it seems these factors or 'clues' begin with the letter 'P'.

Mr Tait's list included:
presentation, protection (through registration or patent), product (high quality and reliable), price, partner in Japan, patience, persistence, point of entry, packaging, promotion, personal contract, planning.

Choose one or more of these 'P' and expand on what you think Mr Tait was referring to.

Let's learn Nihongo

おはよう ございます	ohayoo gozaimasu	Good morning
こんにち は	konnichi wa	Good day
こんばん は	konban wa	Good evening
さようなら (じゃまた)	sayoonara (ja mata)	Good bye (see you...)
ありがとう ございます	arigatoo gozaimasu	Thank you
わたし	watashi	I
です	desu	is/are
どうぞ よろしく	doozo yoroshiku	Glad to meet you
せんせい	sensei	teacher (eg Brown sensei)
-さん	-san	added to other people's names

Remember to pronounce . . . **a** as in banana **e** as in enemy **i** as in ink
o as in original **u** as in pull

Learn to count to 99 in Japanese. Play bingo! Count backwards! Make a dot-to dot.

一	ichi	1
二	ni	2
三	san	3
四	shi/yon	4
五	go	5
六	roku	6
七	shichi/nana	7
八	hachi	8
九	kyuu	9
十	juu	10
十一	juu ichi (10+1)	11
二十	ni juu (2*10)	20
三十	san juu (3*10)	30
三十一	san juu ichi (3*10+1)	31
九十九	kyuu juu kyuu (9*10+9)	99

Try writing Japan (Nihon or Nippon) in Japanese. Remember that stroke order is very important. Count using Japanese numbers as you go. Ichi, ni, san....

日

本

Using the words above try this simple introduction. Remember to bow when you introduce yourself.

Person 1: わたくし は .....です
どうぞう よろしく

Person 2: わたくし は .....です
どうぞう よろしく

Person 1: Watashi wa .....desu
Doozo yoroshiku

Person 2: Watashi wa .....desu
Doozo yoroshiku

The Philippines — land of turmoil

The Philippines has been a country which has been in the news quite a lot in recent years. The pages of our newspapers and our televisions screens have been full of news reports coming from the Philippines. First there was the time of martial law under President Ferdinand Marcos. Then there was the massive unrest in the country and the 'People Power' movement led by Corazon Aquino. The Marcos government was toppled and he fled to Hawaii. The media again tuned in when Marcos died and the debate erupted as to whether or not his supporters should be allowed to bring his body back to the Philippines for burial.

While all this went on the war between the Philippines government and the communist New People's Army continued. This made the Philippines a most newsworthy country but it also made it a country with increasing poverty and hardship for millions of Filipinos.

Poverty has become a fact of life for the majority of the people of the Philippines. There is a huge foreign debt and still a massive need for agricultural reform. About 50 percent of the rural workforce own no land. Eighty percent of all land is owned by just 20 percent of the people. The Philippines has extremely good conditions for agriculture and yet there is awful poverty and undernourishment. Seventy percent of all Filipinos live below the official poverty line and five million families are described as being severely malnourished.

These are the some of the problems which Corazon Aquino inherited when she came to power. They are difficulties which have their roots in the history of the country and date back to the time that the Spanish colonised the islands now known as the Philippines in 1521. The traditional lifestyle of the people was quickly destroyed and under Spanish guidance the land was broken up into huge estates. This led to poverty and hunger for millions of the original inhabitants.

Life for millions of Filipinos is a struggle against poverty (S. Pearce)

Before the Spanish came to the Philippines, the islands were inhabited by a mix of Malays, Indonesians, Chinese and Indians. The colonial period saw a rapid transformation with society assuming a very Spanish flavour. Catholicism became the predominant religion and remains so today. Later, toward the end of the last century, Filipino nationalists waged a struggle against the Spanish and with the assistance of the Americans forced the removal of Spanish colonialism. However, one set of colonialists were replaced by another. It was not until 1946 and the end of the Second World War that the Philippines finally became an independent republic, although it remained extremely close to the United States.

The legacy of this later colonial period still remains. One of the more controversial issues facing the Philippines today is the question of US military bases. The debate rages within the country as to whether these bases should remain or be closed down.

The Philippines has taken on more importance for Australia in recent years. Our trade, although not massive, is growing steadily. In 1988 Australia exported goods worth $258 million and imported $127 million worth of products from the Philippines.

Australia has become home to many Filipinos. In 1988, just over 10 000 Filipinos settled in Australia. According to the 1986 Census, there are nearly 34 000 Filipino Australians.

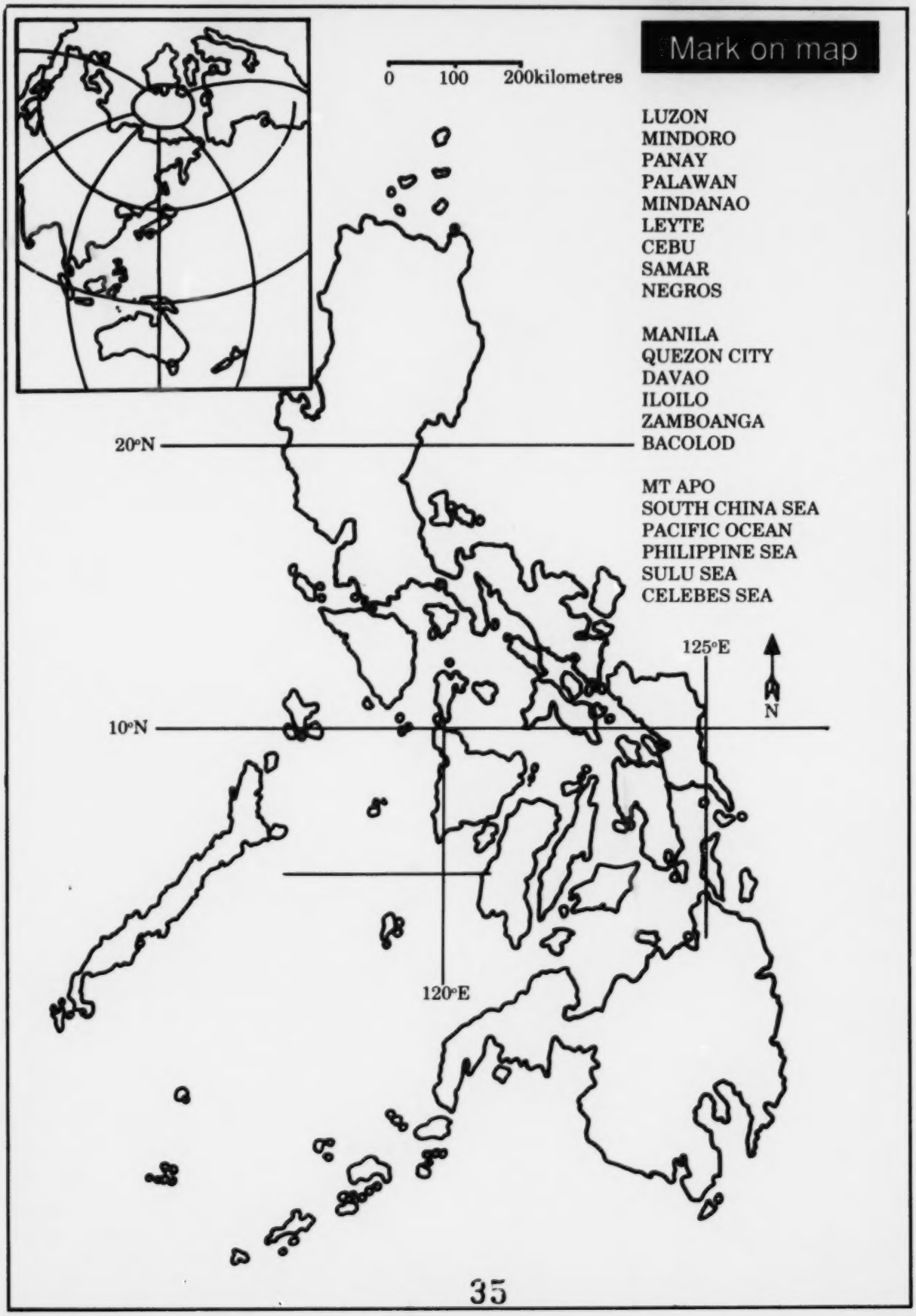
Another area of contact we have with the Philippines is that of aid. In 1988 Australia provided $27.4 million worth of aid through its agency AIDAB (Australian International Development Assistance Bureau). Priority areas for aid assistance are those of agriculture, education and training and health.

The future for the Philippines remains confused. There is much that requires urgent attention. Whether or not the Aquino government will be able to respond to the needs of the Filipino people remains to be seen. The future is certainly difficult to predict.

Aquino may be able to sort out some of the mess. She may also be toppled in a coup. If there is no real land reform then democracy may simply fail. The long and bitter war being waged against the New People's Army goes on and no end is in sight to the continued bloodshed.

Problems which have plagued the country for hundreds of years need attention but, as the present government is discovering, answers are hard to find.

Philippines



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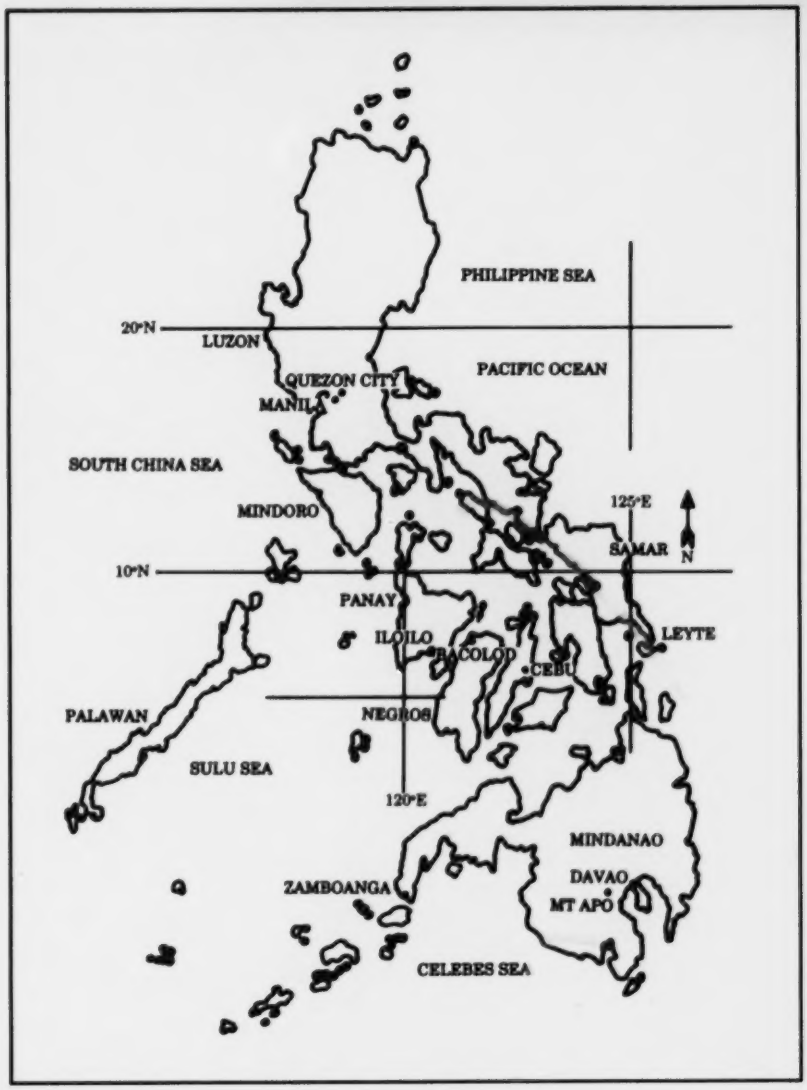


Philippines
Named by Magellan after Philip II of Spain

CAPITAL
Quezon City, although Manila is the seat of government and commercial centre.

PRESIDENT
Corazon Aquino

CURRENCY
Philippines peso
One peso = $A0.06 (April '89)

RELIGION
94% Christian predominately Roman Catholic.

PHYSICAL FEATURES
The archipelago extends about 1 770km and consists of 7 107 islands and islets. Only 350 of these islands have land areas in excess of 2.6sq km. The twelve largest islands are Luzon, Mindanao, Samar, Negros, Palawan, Panay, Mindoro, Leyte, Cebu, Bohol, Masbate and Catanduanes.
Highest mountain Mt Apo 2 925m.

CLIMATE
The climate is tropical with the north-east trade winds bringing rain to the eastern coast between November and March, and the south-west monsoon bringing rain to the western side between June and September. Temperatures seldom fall below 27°C.

MAJOR INDUSTRIES
food manufacturing, petroleum and coal products, footwear and clothing, textile manufactures, chemicals and chemical products, electrical machinery.

MAJOR AGRICULTURE
rice, corn, coconut products, bananas, pineapples, sugar cane.

MAJOR IMPORTS
crude petroleum, machinery, materials and accessories for electrical equipment manufacture, iron and steel manufactures, chemical compounds.

MAJOR EXPORTS
semi conductors and electrical microcircuits, garments, coconut products, chemicals, fresh fish.

Asia Yearbook 1989

Outline Series

LOCATION APPROXIMATELY BETWEEN	
LATITUDE	4°N AND 21°N
LONGITUDE	116°E AND 126°E
AREA	301 000 sq km
(slightly larger than Victoria)	

POPULATION STRUCTURE	
TOTAL	(AUSTRALIA)
63.2 million	16.6 million
UNDER 15	
39%	23%
BIRTH RATE	
35 per 1 000	15 per 1 000
INFANT MORTALITY RATE	
51 per 1 000	9.8 per 1 000
LIFE EXPECTANCY	
66 years	76 years
DEATH RATE	
7 per 1 000	7 per 1 000
AVERAGE ANNUAL GROWTH RATE	
2.8%	0.8%

Worksheet 1

A brief history from 1521 — 1986

1521	Magellan landed on Cebu.
1565	Spanish began to extend control over the rest of the Philippines.
1571	Manila is proclaimed a city.
1898	The first Republic was declared with General Emilio Aguinaldo as President.
1898-1901	Philippines-American war.
1935	Constitution drawn up.
1936	US agreed to a ten year period of internal government.
1941	In December 1941, the Philippines was attacked by the Japanese four hours after the first attack on Pearl Harbour.
1944	US forces re-entered Manila.
1946	Independence 12 June
1946-mid-1950s	Insurgency problems with the Hukbalahap (Huks).
1965	President Ferdinand Marcos elected.
1972	Marcos declared martial law and a new constitution came into effect giving him the powers of President and Prime Minister.
1981	Marcos lifts martial law and Pope John Paul II visits the Philippines.
1983	Assassination of the opposition leader and former Senator Benigno Aquino on 21 August.
1985	During 1985 two opposition leaders gained support, Mrs Corazon Aquino widow of the assassinated senator, and Salvador Laurel. In November President Marcos announced an election for 7 February 1986.
1986	The election was held on 7 February amidst much controversy. Marcos was declared the winner on 15 February. The opposition refused to accept the decision and announced a program of protests and boycotts. On 22 February the Defence Minister Juan Ponce Enrile and Deputy Chief of Staff, Lt Gen. Fidel Ramos announced that they had withdrawn support from President Marcos and recognised Mrs Aquino and Mr Laurel as the President and Vice-President — the 'four-day' revolution had begun.

Over the next day, encouraged by radio appeals from Cardinal Sin, hundreds of thousands of civilian Filipinos assembled on the main road before the headquarters, providing a human barrier against attempts by the Marcos forces to quell the revolt. During the next four days, President Marcos's position eroded as popular support for the revolt grew and more and more military units went over to the other side, including a flight of combat helicopters which had been sent to attack the rebel headquarters at Camp Crame. The helicopters subsequently strafed Malacanang Palace and also destroyed two helicopters held by loyalist forces at the military base from which they had defected. Rebel forces progressively took over or put out of action the four Manila television stations, cutting off Marcos's access to the public.

On 25 February Mrs Aquino and Salvador Laurel took their oaths of office as President and Vice-President. President Aquino appointed Mr Laurel as Foreign Minister, Mr Enrile as Minister for National Defence, and General Ramos as Chief of Staff of the Armed Forces. On the same day, President Marcos, increasingly isolated in Malacanang Palace took his own oath of office pursuant to the National Assembly's proclamation, but left that night by United States helicopter for Clark Air Base. The next morning Marcos, his immediate family and a number of his associates flew off into exile in Hawaii.

Activities

1. Using an appropriate scale construct a timeline to illustrate Filipino history from 1521 to 1989.
2. How long were the Spanish in control of the Philippines?
3. How long was President Marcos in power?
4. Read the accounts of President Aquino's presidency in *Asia Wise* and other publications — collect and display photographs and articles.

Source: *Outline Series*

Australia and the Philippines

1 Land use

Using the data in this table make comparisons in written, graphical or pictorial form of land use in Australia and the Philippines.

	Australia	Philippines
total area sq. kms	7 682 000	301 000
% cultivated	2.7%	41%
% forest	5.4%	52%
% pasture	61%	1.5%
% urban dwellers	86%	41%

2 Trade

Draw bar graphs to show Australia's trade with the Philippines. All figures are in $A to the nearest million.

Imports	
miscellaneous manufactured articles	12 000 000
vegetable and fruits	12 000 000
furniture	10 000 000
footwear	8 000 000
textiles	7 000 000
Total	127 000 000

Exports	
dairy products & eggs	38 000 000
non-ferrous metals	31 000 000
cereals	25 000 000
metalliferous ores	22 000 000
petroleum & petroleum products	20 000 000
Total	258 000 000

3 Aid

The Australian government provided $27.4 million dollars worth of aid to the Philippines in 1987-88 through its agency AIDAB (Australian International Development Assistance Bureau). The priority areas for assistance in 1989 are agriculture, education and training and health.

This quote is from an article by Peter Tricket editor of AIDAB's quarterly magazine *Focus*.

In comparison with some other developing countries, women have traditionally tended to be fairly well represented among AIDAB-sponsored students coming to Australia from the Philippines.

During the seven years from 1979 to 1986 a total of 925 Philippine students undertook study in Australia, and of these about 45 percent were female. Women made up over two thirds of the postgraduate students in the fields of health, chemistry, food engineering and teaching English as a foreign language. Females were also the majority in short-term training in education, health, management and public administration. Engineering and agriculture were fields with low numbers of women.

Recent trends are for the overall proportion of women students from the Philippines to increase still further.

During 1988-89 AIDAB has offered the Philippines 141 study awards for long and short courses.

Suppose you have been given the task of advising prospective students of life in Australia and details of what to expect in Australian educational systems.

a **Write an introductory letter advising the student that they had been accepted and that you have been appointed their liaison person.**

b **Prepare an information sheet and/or package of material outlining what a student needs to know.**

c **Prepare a folio of information which would help the student settle in. Include maps of the area, newspaper clippings about culture, politics and leisure in Australia.**

Worksheet 3

The problem of illiteracy

Manila (*Depthnews*). Once reputed to be the 'birthplace of ancient civilisations of great literacy traditions', the Asia and Pacific region has become the centre of gravity for illiteracy.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) says Asia and the Pacific is home to 72 percent of the world's illiterate population.

With its fast rising population growth, the number of illiterate people in the region aged 15 years and above is put by UNESCO at 666 million.

In addition the region has some 100 million children in the 6 to 14 age group who are out of school.

Twelve countries in the Asian-Pacific region with high numbers of illiterate people over the age of 15 are listed below.

Country	Total population (1)	Number illiterate people over 15 years (3)	Percentage of illiterate people over 15 years	Percentage annual population growth rate (2)	GNP $ (2)
India	816 600 000	264 000 000		2.0%	370
China	1 100 000 000	229 000 000		1.4%	344
Bangladesh	109 000 000	37 000 000		2.7%	197
Pakistan	107 900 000	29 000 000		2.9%	430
Indonesia	176 500 000	26 000 000		1.7%	640
Nepal	18 600 000	6 000 000		2.5%	197
Vietnam	65 400 000	5 000 000		2.6%	160
Philippines	59 900 000	5 000 000		2.8%	800
Thailand	55 400 000	3 000 000		2.1%	1 084
Malaysia	17 400 000	3 000 000		2.4%	2 239
Sri Lanka	16 800 000	1 000 000		1.8%	492
Papua New Guinea	3 600 000	1 000 000		2.4%	886
In comparison Australia	16 600 000	149 000		0.8%	13 572
Japar	123 500 000	864 500		0.5%	28 730
New Zealand	3 400 000	27 200		0.8%	12 730
South Korea	43 100 000	2 715 300		1.3%	4 772

Sources: (1) *Asiaweek*, 28 April 1989 (2) *Asia Yearbook, 1989* (3) *Depthnews*

'The rate at which the adult population is gaining literacy is outstripped by the rate of population growth and the continuing phenomenon of primary school drop-outs,' says the Bangkok-based UNESCO regional office for education in Asia and the Pacific.

1. What is the dictionary meaning of illiterate?
2. Work out the percentage of the population that is illiterate in each of the countries listed in the table. Fill in the missing figures in the table.
3. Rank and list the countries in the list in order of percentage of the population who are illiterate.
4. Comment about possible links between the sets of statistics shown in the table. (eg GNP and percentage illiterate, population growth and illiteracy).
5. Find out more about:
   a) illiteracy in Australia; or
   b) Australian educational aid to Asia and the Pacific.

Thailand: not just beaches and temples

Temples are a central part of life in Thailand (L. Francombe)

Thailand is one of those Asian countries which is less well known to many people. If you think about Japan, or China, then immediately pictures start emerging in your mind. It is the same with Vietnam, or with Indonesia. However, Thailand has not been in the news to the same degree. We might be familiar with some images — those from tourist brochures or correspondents reports from refugee camps on the border with Cambodia — but the real Thailand remains a bit of a mystery.

Thailand is, of course, a major tourist destination, but all too often the tourist leaves Thailand having only visited the capital Bangkok, or the beautiful beach resorts. The fact remains that 83 percent of the population of Thailand live in the country. They work as farmers, in fishing or in supporting industries. This is the Thailand that the tourist often misses but is the Thailand that is home to more than 55 million people — an important part of the Asian region.

Tourism is the biggest foreign currency earner for Thailand and business is booming. In the first three months of 1988, Thailand received 1.1 million tourists — up 26 percent from the previous year. It is not only the tourist industry that is enjoying good times. The whole of the Thai economy is expanding at a very rapid rate. In 1988, for instance, their economy grew by 9.8 percent. Australia recorded a growth rate of 3.6 percent in the same period.

Thailand is one of the major food producing nations in the world. While China and India may produce more rice than it does, Thailand is the world's biggest exporter. While maintaining this very strong rural base, Thailand is moving more and more into manufacturing and export-based industries. Australia now imports more goods from Thailand than it exports. Its economy is booming.

People are already beginning to refer to Thailand as the next 'tiger' of Asia, and believe it will soon be joining Hong Kong, South Korea, Singapore and Taiwan as the fastest growing economies in Asia.

History has been kinder to Thailand than to some of its neighbours. It is the only country in South East Asia which never experienced colonial rule. Recent years have been years of peace and prosperity for Thailand. This, of course, stands in sharp contrast to Laos and Cambodia which both share a border with Thailand. Myanmar and Malaysia also border on Thailand. In the 1960s it was Malaysia which faced uncertainty as it waged a struggle against guerrilla fighters and a hostile neighbour in Indonesia. Myanmar, more recently has been the subject of considerable upheaval and bloodshed. In the middle lies Thailand.

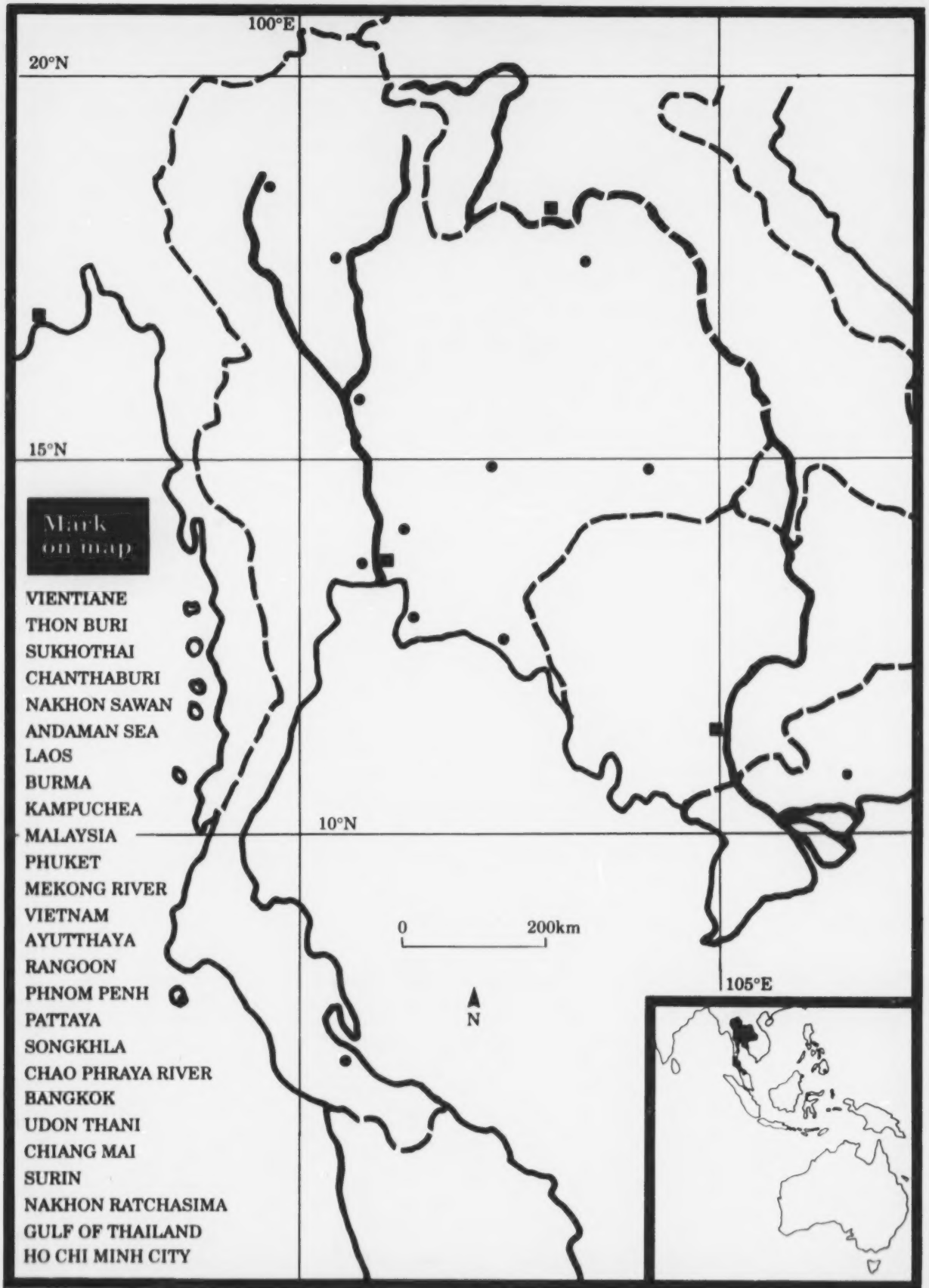
This does not mean that life has been blissful for the Thais. It is at the heart of the famous Golden Triangle — the source of a large proportion of the opium grown in the world. It is estimated that 70 percent of the heroin which comes illegally into Australia, is grown in this Golden Triangle. The Thai government outlawed opium as far back as 1959, and began conducting wide scale educational work among the hill tribes to teach them alternative farming methods. Since 1982 Australia has assisted this project. To date more than 35 000 people in 300 different villages have been taught these new farming techniques.

Thailand is essentially an agricultural country. However, the capital, Bangkok, is a large and busy city with all the difficulties that this presents. For instance, a city of six million people will create obvious transport problems. There are more than one million cars in Bangkok, well over 8 000 buses and 10 000 small three-wheeled taxis called tuk-tuks, all playing their part in clogging Bangkok streets.

Life for people living in Bangkok is like anywhere in the world. Western influences are everywhere. High-rise buildings tower over the 300 temples which are dotted around the city. These elaborate Buddhist temples are big tourist attractions but remain an essential part of life for the people of Thailand. They are, of course, places of worship, but also serve as meeting places for entire communities. There are often libraries attached and even banks. The traditional and modern worlds are meeting in Thailand and with that meeting goes good and bad effects.

The tourists continue to pour into this rising Asian nation and like tourists anywhere see only the surface — but then life is like that.

Thailand



Mark on map

VIENTIANE
THON BURI
SUKHOTHAI
CHANTHABURI
NAKHON SAWAN
ANDAMAN SEA
LAOS
BURMA
KAMPUCHEA
MALAYSIA
PHUKET
MEKONG RIVER
VIETNAM
AYUTTHAYA
RANGOON
PHNOM PENH
PATTAYA
SONGKHLA
CHAO PHRAYA RIVER
BANGKOK
UDON THANI
CHIANG MAI
SURIN
NAKHON RATCHASIMA
GULF OF THAILAND
HO CHI MINH CITY

Thailand datafile

THAILAND
Muang Thai which means 'land of the free'
CAPITAL
Bangkok *Krung Thep*
HEAD OF STATE
King Bhumibol Adulyadej (Rama IX)
PRIME MINISTER
Chatichai Choonhaven
CURRENCY
baht one baht=100 satang=$A0.05
RELIGION
Theravada Buddhism

POPULATION STRUCTURE	
TOTAL	(AUSTRALIA)
55 000 000 (Dec '88)	
UNDER 15	
36%	24%
BIRTH RATE	
29 per 1 000	16 per 1 000
INFANT MORTALITY RATE	
57 per 1 000	9.9 per 1 000
LIFE EXPECTANCY	
63 years	76 years
DEATH RATE	
8 per 1 000	8 per 1 000
AVERAGE ANNUAL GROWTH RATE	
2.1%	0.8%

LOCATION
APPROXIMATELY BETWEEN

LATITUDE	5°N and 21°N
LONGITUDE	97°E and 106°E
AREA	513 115 square kilometres

PHYSICAL FEATURES
FOUR GEOGRAPHICAL REGIONS
the northern mountains
the rich alluvial central plains
the high plateau country to the east
the alternatively hilly and flat peninsula area to the south

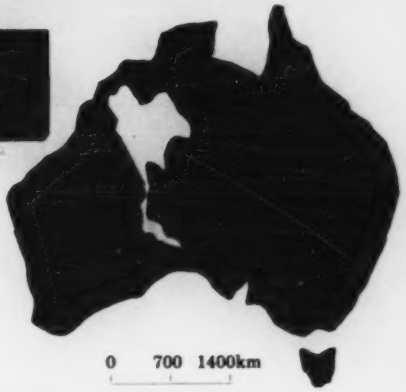
HIGHEST MOUNTAIN	Doi Inthanon
MAJOR RIVER	Chao Phraya

CLIMATE
a tropical savanna from the Gulf of Thailand to the north, tropical monsoon in the south. There are three seasons — the 'hot', March to May, the 'wet', June to October and the 'cool', November to January.

MAJOR INDUSTRIES
cement, vehicle assembly, integrated circuits, sugar, textiles, plywood
MAJOR AGRICULTURE
rice, rubber, tapioca, jute and kenaf, maize
MINING
oil, natural gas, lignite, tin, iron ore, gypsum
MAJOR IMPORTS
consumer goods, petroleum products, industrial raw materials, food products, machinery
MAJOR EXPORTS
rice, rubber, maize, tapioca products, prawns, tin, sugar, integrated circuits, precious stones, textiles.

Asia 1988 Yearbook, Far Eastern Economic Review.

Australia and Thailand



Australia 7 682 000sq km
Thailand 513 000sq km

1 SIZE

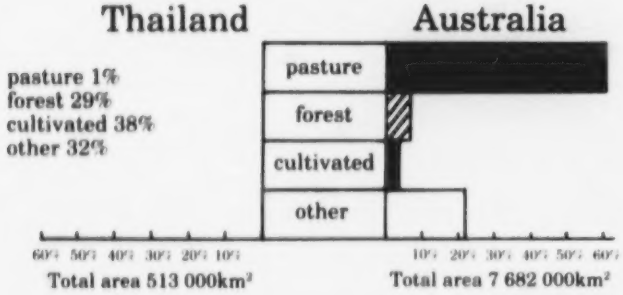
Thailand is about 1/15th the size of Australia.

Use the *Year Book Australia* to find out the area of your state and compare with the area of Thailand.

The area of my state is ..... It is about ..... times as big as Thailand.

2 LAND USE COMPARISON %AGE

Complete this land use graph.



3 WHERE PEOPLE LIVE

In Thailand 83 percent of the people live in rural areas.

Draw a similar pie graph to show where people in Thailand live.

	Thailand	Australia
Motor cycles	**2.2m**	**0.4m**
Persons per Hospital bed	**763**	**208**
Telephones	**760 000**	**5.9m**
Cars	**1.1m**	**7m**
Trucks & Commercials	**1.35m**	**1.9m**
TV receivers	**3.8m**	**6m**
Persons per Doctor	**5 988**	**535**
Radios	**8.8m**	**17m**

Extension Activity SOCIAL ASPECTS

Study this social aspects diagram and talk or write about how these differences would affect people's life-styles.

Australia's population 16m
Thailand's population 55m

— *Asia 1988 Yearbook*, Far Eastern Economic Review

Australia's trade with Thailand

	1985	1986	1987
EXPORTS	**173 000 000**	**204 000 000**	**263 000 000**
IMPORTS	**179 000 000**	**241 000 000**	**315 000 000**

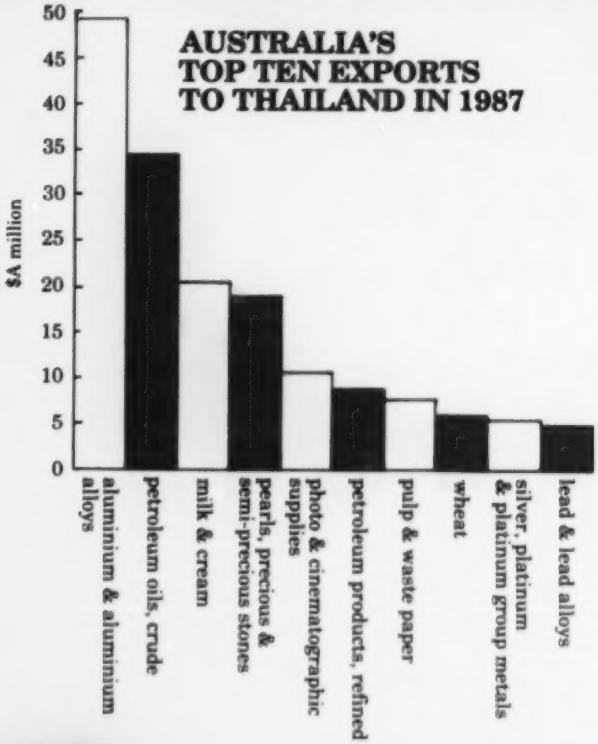
(figures in Australian dollars to the nearest million)

1

EXCESS OF IMPORTS

Calculate the excess of imports. Draw a graph to show the trends in imports and exports with Thailand.

AUSTRALIA'S TOP TEN EXPORTS TO THAILAND IN 1987



2

Use the figures given below for the top ten imports from Thailand in 1987 to construct a graph.

AUSTRALIA'S TOP TEN IMPORTS FROM THAILAND IN 1987

	$A to the nearest million
textile yarn	37 000 000
fish, crustaceans & molluscs, prepared or preserved	26 000 000
feeding-stuff for animals	22 000 000
crustaceans & molluscs , f.c.f., salted etc	22 000 000
coffee & substitutes	14 000 000
travel goods, handbags etc	9 000 000
made-up articles, textile materials	8 000 000
equipment for distributing electricity	8 000 000
furniture & parts	7 000 000
articles of artificial resins, plastics, etc	7 000 000

— Department of Foreign Affairs and Trade

— *Year Book Australia* 1988

3

Tourism is another growing link between Australia and Thailand. Although only 11 200 Thai residents arrived in Australia in 1987, the number of Australian residents travelling to Thailand is growing rapidly.

Use the figures provided in the table below to calculate the percentage increase in the years 1981 to 1987. (The first two have been done for you as an example)

AUSTRALIAN RESIDENTS TRAVELLING TO THAILAND — 1981-1987

YEAR	TOTAL	% CHANGE
1981	13 033	+4.4
1982	16 325	+ 25.3
1983	16 899	
1984	19 829	
1985	24 912	
1986	34 558	
1987	48 800	

— Bureau of Tourism Research, *Statistical Review.*

Australia — a land of immigrants

Immigration and Australia are two words which fit naturally together. This may sound a little odd, but the fact of the matter is that Australia has been settled in waves of immigration for as far back as historians can record — and possibly even further.

The Aborigines were in the first wave of immigration about 50 000 years ago. It is thought that these original inhabitants came from what is now South East Asia. In 1788 European settlement of the continent began. Since then, wave after wave of immigration has taken place and the country that is Australia has developed.

From time to time some in this country are quite critical of what they describe as excessive levels of immigration. Various migrant groups are singled out for criticism. What is often forgotten in such debate is that each and every one of us originally came from somewhere else. Australia is and always has been a land of immigrants.

For most of our history, our migrants have come primarily from England, Ireland and Scotland. However, non-European migrants were soon to be found in the colonies which made up Australia. Thousands of Chinese arrived in Australia at the time of the gold rushes in the middle of the last century. Large numbers of Pacific Islanders were brought to Australia to work in the cane fields of Queensland. Many Japanese also came to Australia and worked in the pearling industry, as did the Afghans who helped open up the inland of this country.

Immigration policies in those early years were quite relaxed, but this was to change. The last years of the last century were times of economic difficulty. Asian Australians were regarded by many as being somehow responsible and so one of the first actions of the Australian government, after Federation in 1901, was to establish the White Australia Policy. This severely restricted migration and meant that there were few migrants other than those from England, Scotland and Ireland. It was not until 1973 that this policy was finally abolished.

The end of the Second World War marked a significant change in our policy of immigration. Australia needed people as it began to develop as an industrial nation. Australia opened its doors to many refugees from Eastern Europe and those displaced by the Second World War.

This policy of accepting migrants and refugees from around the world continued and as a consequence immigrants from all over the world have settled in Australia. Refugees have been accepted from many lands — from Eastern Europe, Lebanon and the Middle East and more recently from South East Asia. In the period from 1975 to 1985, Australia accepted 95 000 Indo-Chinese refugees.

In the five years between 1981-86 the number of Asian Australians grew from 254 837 to 406 376.

This has caused concern in some quarters, but it must be remembered that, of the 20 percent of Australians who were born outside this country, just nine percent come from Asian countries. One of the big fears was that more migrants would mean less jobs. In 1981 the unemployment rate in this country was over 10 percent. Today it is less than seven percent and yet thousands of Asian migrants have settled here.

Figures calculated in 1988 show that one in every five Australians was born outside this country and that one in every eight Australians speak a language other than English at home. There are more than 100 languages spoken in Australia as well as the 200 Aboriginal languages.

Australia today is a blend and mix of cultures and this blending continues. It is not always smooth sailing. Each new wave of migrants face difficulties. Adjusting to a new culture is difficult. All too often there are problems from other Australians who place additional obstacles in their path.

The latest groups of migrants come from the countries of the Asian region. Sadly, there have been cases of hostility towards them by some Australians. This is not a new situation. Before them it was the Lebanese, or the Turks, or the Greeks. Each new wave of immigrants has had to face some negative elements.

What needs to be remembered is that Australia is a land of immigrants and that we all are Australians and all come from somewhere else in the world if we trace our family tree back far enough.

Melbourne's Chinatown

Australia a land of immigrants

The population of Australia now exceeds 16.6 million. Where have we all come from?

1 Find out about the migration of Aborigines into Australia more than 50 000 years ago.

***Year Book Australia* 1988 details four major periods of rapid population growth since 1788.**

		population growth	percentage migrants
(a)	The Gold Rushes	0.5 million	73%
(b)	The prosperous years between 1877-1899	1 million	40%
(c)	After WWI 1918-1925	1 million	31%
(d)	After WWII 1945-1970	5 million	39%

2 Research each period of rapid population growth to find out:
(a) why there was a period of growth;
(b) which countries the migrants came from; and
(c) what factors were encouraging migrants to come to Australia.

3 Investigate the role of the *White Australia Policy* and *Assisted Migration* schemes in determining the country of origin of migrants to Australia.

References
Year Book Australia 1988
Australia's Relations with Asia — Chapter 3

STATISTICALLY SPEAKING

Australia's population estimated at March 1988 was 16.5 million of which:

- **1 in 5 people were overseas-born;**
- **2 in 5 were either overseas-born or had at least one parent who was a migrant;**
- **1 in 5 came from a non English-speaking background;**
- **1 in 8 speak a language other than English at home.**

Migrating to Australia

Who can migrate to Australia?

Most migrants come to Australia under one of the three main parts of Australia's migration program.

These are:

1. Family migration — you must have a relative in Australia who is able to sponsor you.
2. Economic migration — you must have skills or outstanding abilities that will contribute to Australia's economy.
3. Humanitarian migration — you must be selected as a refugee or under the Special humanitarian program.

Source: DILGEA (Department of Immigration, Local Government and Ethnic Affairs.

What are the basic requirements?

To migrate to Australia you must:

- be assessed for how well you will settle in Australia;
- be of good health; and
- be of good character (which means you have not been convicted of a serious criminal offence and are not a security risk to Australia).

Source: DILGEA

What is the 'points test'?

The points test is used to select migrants in the Independent and Concessional family migration categories. It is designed to show that prospective migrants have skills and other attributes which will allow them to quickly enter the workforce.

How many of each category are allowed into the country?

The Commonwealth Government sets quotas for each type of migration. This is the proposed program for July '88 to June '89.

1988-89 Migration Program

A. Family	35 000
B. Skilled and business	30 000
C. Independent and concessional	45 500
D. Refugees and humanitarian	12 000
E. Contingency reserve	2 000
F. Special	1 500
Total visa program	**126 000**
G. Change of status approvals	14 000
Total permanent residence outcome	**140 000**

Source: *Review '88* — Department of Immigration Local Government & Ethnic Affairs.

Further information can be obtained from any office of the Department of Immigration, Local Government & Ethnic Affairs.

Useful resources from the Department of Immigration, Local Government and Ethnic Affairs.

- A land of immigrants — 28pp booklet.
- Australia and immigration, 1788 to 1988 91pp, ISBN 0 644 07864 2.
- Review 88 — Review of activities to 30 June 1988 216pp, ISSN 0314 - 1535 $29.95
- Statistical note number 37 — Indo-Chinese refugees, October 1988.
- Statistical note number 36 — Asian migration, August 1988.

Refugees and Australia

Traditionally Australia has assisted refugees and people in refugee-like situations — about half a million since World War II. They have come from Europe, Asia, the Middle East, Central and South America and Africa.

Australia is one of 97 nations that have become party to a UN convention and protocol on the status of refugees.

The UN definition of a refugee is . . . 'a person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it.'

Source: The United Nations Convention relating to the Status of Refugees as amended by the Protocol 1967.

Between 1975 when the Indo-China war ended and 1988 Australia accepted 108 641 Indo-Chinese refugees comprising 14 538 (13.4%) Cambodians, 8 024 Laotians (7.4%), 85 868 Vietnamese (79%) and 211 (0.2%) others. Refugees are selected from camps in Thailand, Malaysia, Indonesia, Hong Kong and the Philippines.

Activities

1 Find out more about the Vietnam War and why so many people fled their homelands.

2 Using the data above draw a bar or pie graph showing where the 108 641 (1975-1988) Indochinese refugees arrivals came from.

3 In the same period of time 1975-1988 Australia's population grew by approximately 2 million. What proportion of Australia's population growth was due to the arrival of Indochinese refugees?

4 Suggest reasons why the number of Indo-Chinese refugees settling in Australia continues to fall.

5 Conditions in Indo-China are changing, at last there seems a possibility for peace.

Prepare a folio of press and magazine clippings about developments in Indo-China in readiness.

A new life in Australia

1 a) List sources of migrants in order of number migrating?
b) What is the total number of migrants arriving from Asia?
c) What percentage of the migrants arriving in 1987-88 came from Asia?

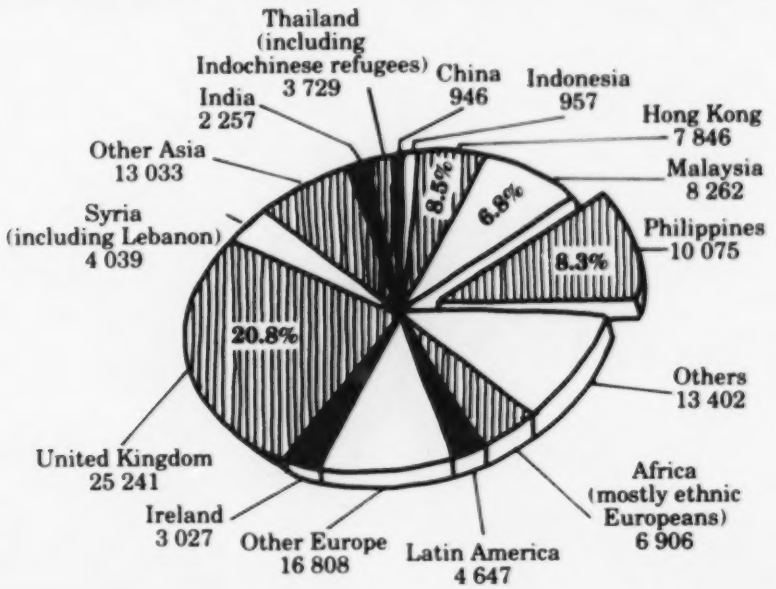
2 The intake of migrants between July '87 and June '88 were from these categories.

	Total	from Asia	Percentage
A Family	30 123	10 968	
B Skilled and business	22 761	9 693	
C Independent and concessional	55 144	19 155	
D Special	1 742	539	
E Refugees and humanitarian	11 400	6 750	

a) Work out the percentage in each category that came from Asia.

3 Using the *Hints for interviewing* , develop interview guides to suit your environment.
a) Interview members of your local community who have migrated from Asia.
b) With other members of your class prepare a bulletin board or magazine on 'Getting to know our new migrants from Asia'.
(NB Co-operate with your classmates to get a broad range of interviews — different age groups, from different Asian countries, from different categories of migrants and migrants who have lived in Australia for different periods of time.)
c) Compare these interviews with interviews of members of the community whose parents or grandparents etc. migrated from Asia in the past.

Immigration July 1987 to June 1988 Total: 121 175



Source: Australian Department of Immigration, Local Government & Ethnic Affairs

Asiaweek: 25 December '88

Hints on conducting an interview

- Choose a convenient time when fewer interruptions are likely to occur.
- Always tape the interview.
- Never tape a conversation without the interviewee's knowledge.
- Let the interview flow as much as possible.
- Always look interested — be alert.
- Use your prepared interview questions as a guide only.
- Be aware of the interest level of the interview.
- Plan your interview guide thoroughly.

SOME QUESTIONS YOU MIGHT LIKE TO ASK

1 Whereabouts were you born?
2 What was your schooling like?
3 What was your life like in your country of origin?
4 Why did you decide to leave?
5 How long ago did you come to Australia?
6 Why did you choose Australia to migrate to?
7 What procedures did you have to go through in order to be accepted for migra tion?
8 What feelings did you have about leaving your home?
9 What did you know about Australia before you left your country of origin?
10 Have these impressions changed now?
11 Who did you have to leave behind?
12 Have any of your relatives (or friends) left behind come here now? Who?
13 What happened when you first arrived? Where did you go? What difficulties did you encounter?
14 Do you still encounter any difficulties ?
16 Has Australia fulfilled your expectations? Why or why not?
17 Have you been back for a visit?
How did you feel?
Did you find changes since you had been away?
18 How do you keep your culture alive in Australia?

What else would you like to ask?

Food for thought

Perhaps the single biggest issue facing the world at present is the threat faced by the destruction of the natural environment and the upsetting of the ecological balance. Scientists from all countries are addressing themselves to questions of ozone depletion, the 'greenhouse' effect, soil degradation, deforestation and of how the planet is to sustain development in the future.

Changes in weather patterns have already created problems for millions of people throughout Asia. Floods in Thailand and in Bangladesh have killed thousands. Droughts in India and China have seriously limited food production. The drought conditions in India have meant that three million tonnes of grain has had to be imported. China has failed to meet targets for rice production for the past four years. An estimated 30 million tonnes of its projected grain harvest was lost last year as a result of drought.

The need to use wood for heating and cooking fuel by hundreds of millions of people in Asia has led to large-scale erosion, as has excessive forest clearing and over-cultivation of land. It is not just Asia that is suffering in this regard. It is estimated that Australia loses more than $600 million of agricultural output each year as a result of erosion and soil degradation.

This process of excessive logging causes huge problems. In the Philippines 1.4 million hectares of upland forest has gone forever. Logging in India has reached the point where 40 percent of its land is now degraded.

The crisis of deforestation can be shown by the fact that for every ten hectares of forest that are cleared in the world, only one is replanted. In the countries of Asia the ratio is closer to one hectare being replanted for every five which are logged.

While the picture is certainly a bleak one there are some hopeful signs. Nepal, which has been facing a crisis in this respect has been replanting and there has been a stabilising of the soil. This must be good news for Bangladesh which has been a victim of this erosion. Water runs off eroded hills more quickly and adds to the constant threat of flooding which faces Bangladesh. China is also paying careful attention to replanting projects and eight million hectares are being planted every year.

A terraced rice plantation in Indonesia (L. Tandy)

China, however, is facing extra difficulties. Their population now stands at more than 1.1 billion people and is growing. Land resources are disappearing at an alarming rate. In 1950 there was 0.2 hectares of arable land per person. This has shrunk to 0.1 hectares. There is an ever growing demand for food grain with almost no chance of developing the capacity to produce more.

Rice is the single biggest crop grown in Asia. Ninety percent of the world's rice is grown in Asia. Much has been done to lift the rice yield of Asia's farmers. However, after spectacular increases in productivity there has been a levelling out and, in recent years, there has been no real increase in yields at all.

Australian producers have been exporting increasing amounts of food products to the countries of Asia. $1.4 billion worth of foodstuffs were sold to Japan alone last year. Singapore bought $54 million worth of Australian milk last year.

Much of the aid assistance provided by Australia to Asian countries takes the form of agricultural assistance. An example of this work is that of the Australian Centre for International Agricultural Research (ACIAR) which has been working in a number of Asian countries with forestry projects using Australian trees and shrubs well suited to poor soil conditions.

The Australian International Development Assistance Bureau (AIDAB) manages all aspects of Australia's official aid program. There are 20 major recipient countries for official Australian aid. Eleven of these are in Asia.

A project in Northern Sumatra to increase rice production is just one recent AIDAB project. Another recent activity was to introduce new systems of forestry in Nepal to halt the long term degradation of forest lands.

There are a range of non-governmental agencies providing valuable aid work in the Asian region as well. The need to overcome the problems facing us all has never been greater.

Asia and the whole of the world share a common challenge — how best to overcome generations of neglect of the environment and how to develop an agricultural base which will both feed the world today and sustain future generations.

Worksheet 1

1 Use the statistics in this table to find:
(a) the five countries with the highest percentage of cultivated land;
(b) the five countries with the highest percentage of forested land;
(c) the five countries with the highest percentage of their workforce engaged in fishing and agriculture; and
(d) the five countries with the lowest GNP.

2 Write a paragraph that draws some conclusions about the links between the percentage of cultivated land, the percentage of the workforce engaged in agriculture and fishing the gross national product and the life expectancy of the countries in the table.

3 Select two countries with very different land use patterns and prepare pie graphs to highlight those differences.

4 Select a country and prepare a short para graph or talk on the country's primary industries and economic status.

	Area ('000km²)	% Cultivated	% Pasture	% Forest	Million Workforce	% Agriculture & fishing	Per cap $US GNP	Life Expectancy
AUSTRALIA	7 682.3	3	61	5	7.88	6	11 847	76
BANGLADESH	143.9	61	5	15	32.60	59	160	50
BHUTAN	46.5	9	2	69	0.65	93	160	46
BRUNEI	5.7	0.3	1	85	0.077	5	17 000	71
BURMA	676.5	15	2	47	15.8	64	200	53
CHINA	9 561.0	10	33	12	528	60	280	66
HONG KONG	1.0	9	NIL	NIL	2.7	2	9 539	76
INDIA	3 288	50	5	16	296	52	301	54
INDONESIA	1 919.4	31	6	31	62.45	55	500	58
JAPAN	377.7	14	2	66	59.1	8	2 3533	78
KAMPUCHEA	181.0	11	3	74	2.74	EST.80	<130	48
LAOS	236.8	3	+	40	1.85	75	135	50
MALAYSIA	332.8	15	2	80	6.08	31	1 800	67
NEPAL	147.1	27	18	38	6.85	91	160	52
NORTH KOREA	122.3	19	1	74	7	43	+	68
PAKISTAN	804.0	21	1	1	30.5	50	350	54
PHILIPPINES	30010	41	2	52	21.2	43	650	66
SINGAPORE	0.62	10	+	5	1.2	1	9 675	73
SOUTH KOREA	98.3	22	13	66	16.4	22	3 880	68
SRI LANKA	64.6	31	+	27	4.7	49	400	70
TAIWAN	36.0	25	+	64	8.2	21	6 053	73
THAILAND	513.1	47	8	29	28.7	58	881	64
VIETNAM	329.5	20	15	31	34	73	130	63

+ Figures unavailable

Sources:
Asia Yearbook 1989— (Percentage figures rounded)
Asiaweek, March 1989

1 (a)Mark on a blank map the countries listed in the table.

(b)Using the figures in the table draw a bar graph to show either the annual rate of deforestation or the area deforested annually.

2 Find out about the greenhouse effect and write a short report on its likely effect on the world.

3 Either:

(a)Find out more about the natural disasters in Asia during 1988 and write a short article as if you were reporting the disaster first-hand;

or

(b)Illustrate *The Mercury* article with a suitable drawing.

Year of the disaster

Asia suffered a terrible year of natural disasters in 1988, stemming in part from environmental destruction, especially deforestation, according to a UN report. The report by the UN Economic and Social Commission for Asia and the Pacific, chronicled massive flooding in Bangladesh, Thailand and Pakistan and drought in China. It linked the natural disasters with general environmental ravages, especially large-scale deforestation. 'The phenomena of floods, mudslides, even earthquakes can be directly related to deforestation,' the report said. The Commission, which described 1988 as a 'terrible year,' said major environmental problems faced by Asian countries included soil erosion loss of deserts and industrial pollution. Source *The Mercury* (23.3.89)

Deforestation in principal tropical countries

Country	Closed forest area 1980 ('000 ha)	Annual rate of deforestation 1981-85 (%)	Area deforested annually 1981-85 ('000 ha)
Malaysia	20 996	1.2	255
Thailand	9 235	2.6	244
Laos	8 410	1.2	100
Philippines	9 510	1.0	91
Nepal	1 941	4.1	80
Vietnam	8 770	0.7	60
Sri Lanka	1 659	3.5	58
Brazil	357 480	0.4	1 360
Indonesia	113 895	0.5	600
India	51 841	0.3	132
Burma	31 941	0.3	102
Cambodia	7 548	0.3	25
Papua New Guinea	34 230	0.1	22
Brunei	325	2.2	7
Total (including countries not listed)	**1 130 745**	**0.6**	**6 913**

Source: World Resources Report 1987
(*Far Eastern Economic Review* 12.1.89)

Worksheet 3

1 Define what is meant by a *staple* food.

2 Unscramble this list of staple foods

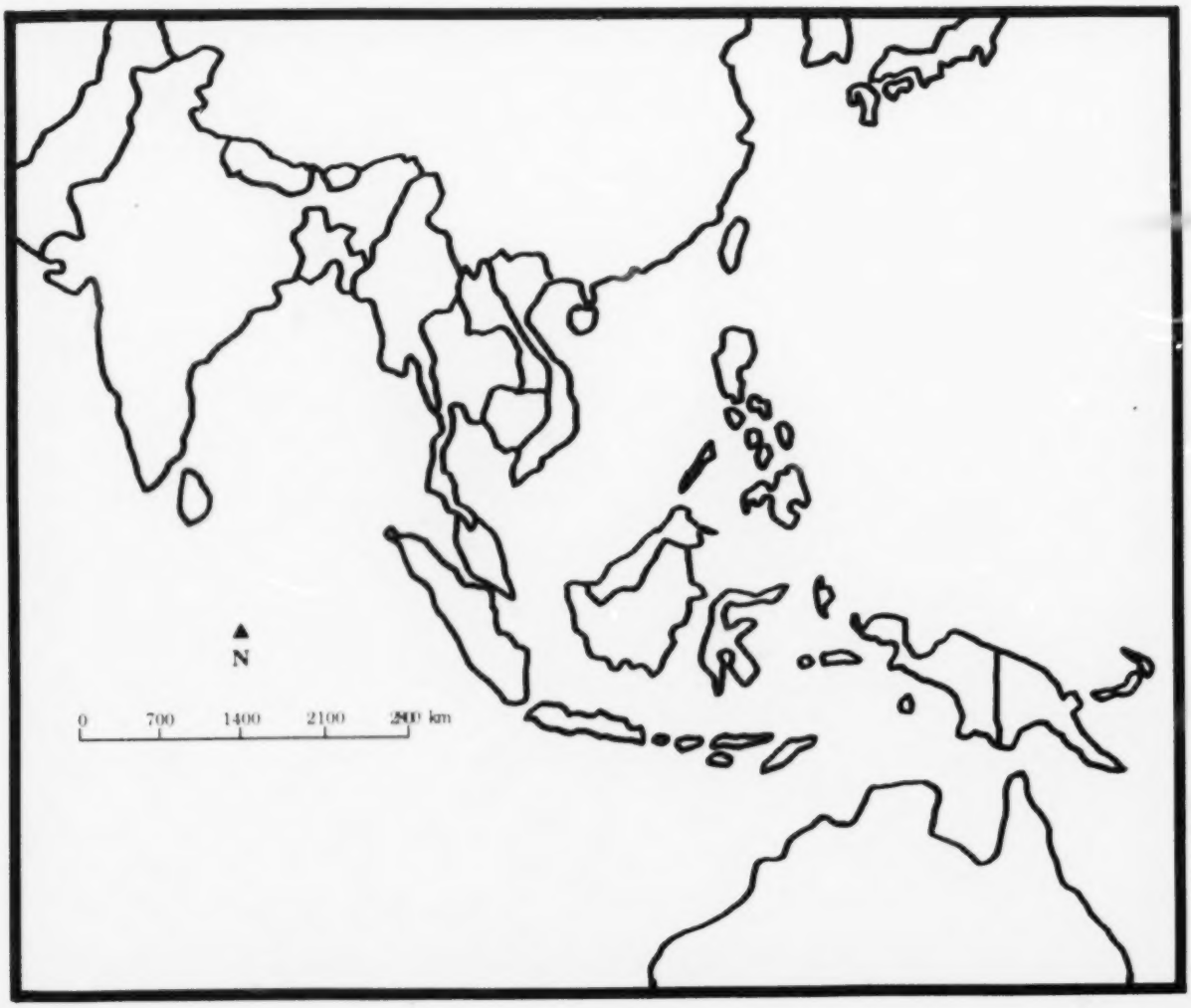
tehaw	mhsorug	
azeim	sotor	
crie	tbures	
lilmte	almain	products

3 Find out what foods or groups of foods make up a healthy diet.

4 Refer to an atlas to find out where in Asia different staples such as wheat and rice are grown and shown on this map.

5 *IR36: the right rice.* Role play a conversation between an agricultural expert and a village rice farmer, where the expert is trying to convince the farmer to change to IR36 rice.

6 Draw a poster that stresses the advantages of helpful insects, spiders and pathogens in controlling pests.



Case study — Trade in dairy products

Total milk output in the Asian region is only about 17 percent of the total world production. This output remains substantially short of demand. This has led to sizable imports and heavy demands. Four ASEAN countries — Indonesia, Malaysia, Philippines and Thailand — bought $A337 million worth of milk in 1986 alone.
Depthnews

1 Find out what nutrients are contained in dairy products and what part they play in a healthy diet.

2 Exports of diary products from Australia to Asia ($A millions)

	1985	1986	1987
Hong Kong	17	21	22
Taiwan	42	44	45
Singapore	27	31	38
Philippines	32	28	38
Malaysia	39	42	41
Indonesia	17	19	15
Thailand	14	18	21
Japan	58	55	58

(a)Calculate the total value of exports of dairy products to these countries in 1985, 86 and 87.

(b)Australia exported dairy products to the value of $466 million in 1987. What percentage went to the Asian countries listed?

(c)Draw graphs or charts to show trends in exports of dairy products to these countries.

3 *Millions for milk* . Imagine you are in charge of advertising Australian milk products in Singapore. Design posters, television commercials and magazine advertisements to promote sales.

Millions for milk

Milk products are another important export for Australia. Exports to Singapore, for example, have soared in the past ten years, from $A13 million to $A54 million. There are at least five brands of Australian milk available in Singapore, which can be delivered fresh to your doorstep each morning.

And you can eat Aussie vegetables too. Singapore is now Australia's largest export market for fresh fruit and vegetables. In the past ten years fruit and vegetable exports have risen from $A34 million to $A108 million.

1 In 1987 Australia exported approximately $1 413 million worth of foodstuffs to Japan as shown in the table below.

	($A million)
meat	604
dairy products	58
seafood	317
cereals	374
fruit & vegetables	28
sugar/honey	17
coffee/tea/spices	15

(a) Construct a pie graph from the figures provided.

(b) Find articles in magazines or newspapers about Australia's food trade with Japan.

(c) Japanese consumers pay about $A60 a kilo for beef. Find out:

(i) the average price range of beef in Australia; and

(ii) how much your family's favourite beef recipe would cost in Japan.

(d) Find out what foodstuffs are exported to Japan from your district or state. Prepare promotional material for your local products — include photo graphs if possible.

Japan, Australia sign beef import agreement

SYDNEY (Kyodo) Japan and Australia signed an accord June 24 that will remove import quotas on Australian beef on April 1, 1991, Japanese sources said.

The agreement was signed in Canberra, the Australian capital, by Japan's Agriculture, Forestry and Fisheries Minister Takashi Sato and Australian Prime Industry and Energy Minister John Kerin.

Under the accord, Japan's beef imports will increase by 60,000 tons annually during a three-year transitional period prior to liberalization.

The accord follows an agreement reached between Japan and the United States in Tokyo recently to liberalize Japan's beef and orange markets.

Imports of Australian chilled beef and beef that is frozen on arrival will be expanded by 10,000 tons a year until full liberalization, according to the accord.

2 This table shows per capita meat consumption in kilograms per year.

	Pork		Beef		Poultry	
	1981	1987	1981	1987	1981	1987
Japan (1)	13.6	16.3	5.3	7.3	10.3	13.5
China (1)	11.9	17.1	0.2	1.4	0.4	1.7
Australia (2)	15.6	17.0	49.8	41.4	19.6	23.0

Sources

(1) *Far Eastern Economic Review (3.11.88)*
(2) *Year Book Australia 1988*

(a) Make comparisons between the meat consumption of the three countries in either written or graphical form.

(b) Collect and display recipes that are typical of the way that each of the countries prepare meat dishes.

Time for a celebration

A feature of life in any Asian country is the importance that people place on festivals. This shouldn't be all that surprising. All people, in all countries share this need celebrate. Australians take holidays just as 'seriously' as anyone else.

The major holiday periods in Australia are, of course, Christmas, Easter and the New Year. We also take other opportunities to celebrate. We remember and celebrate the declarations of war, the end of wars, the birth of our nation — all manner of events. Sometimes these are important, solemn occasions and sometimes they can be just an excuse for a good time. Well it is exactly the same for our Asian neighbours.

In the many countries of Asia, festivals and celebrations are often based in the different religions of the people. It is quite possible to arrive in any part of Asia at just about any time of the year and find a festival of some sort in progress.

The Philippines, for example, has declared one particular village to be an official Christmas village'. It is to be a tribute to the idea of Christmas and the holiday will be celebrated every day of the year.

In India, on the other hand, Christianity is very much a minor religion. This does not mean that the Indian people miss out on the festivities. The major religion in India is Hinduism and there are many celebrations associated with Hindu gods. As well as this there are large numbers of Moslems in India and they too are well catered for in the celebration business.

One of the biggest events on the festival list of Asia is the New Year. While the calendar new year is widely celebrated in most countries, it is the lunar new year which wins hands down in the popularity stakes. The lunar new year falls in February. The Chinese, Koreans, Malaysians, Vietnamese and many others hold this date as special. It's a time of great feasting, fire crackers and dragon dances as people get together to see off the old year and welcome the new.

February 1990 marks the beginning of the year of the horse and the exit of the year of the snake. The people of Asia generally take astrology very seriously and eagerly await their horoscopes for the coming year.

Asian cultures date back for thousands of years. Their beliefs and customs are ancient. China, for example, has had a highly developed culture and civilisation for more than four thousand years. Other Asian countries have similarly long and rich histories.

Religious beliefs in Asia are often mixtures of ancient faiths and more recent religions. Traditional religions which are still strong include Buddhism across South East Asia, Hinduism and Islam in India, Pakistan and Indonesia, and Shintoism in Japan, although these merely scratch the surface. One of the more recent additions is Cao Dai in Vietnam. It is a mix of Buddhism, Christianity and has political philosophies thrown in for good measure. If the religions of Asia are a growing mix, then their festivals reflect this mix.

The changing of the seasons, planting and reaping are all cause for celebration. While religion is important in Asia, almost any occasion can be celebrated. In Japan there are special festivals for children — the Doll Festival and the Boys Festival. As Japan has become a major economic power and more and more wealthy some of their festivities have taken on a highly commercial appearance and some Japanese are beginning to express some criticisms about this.

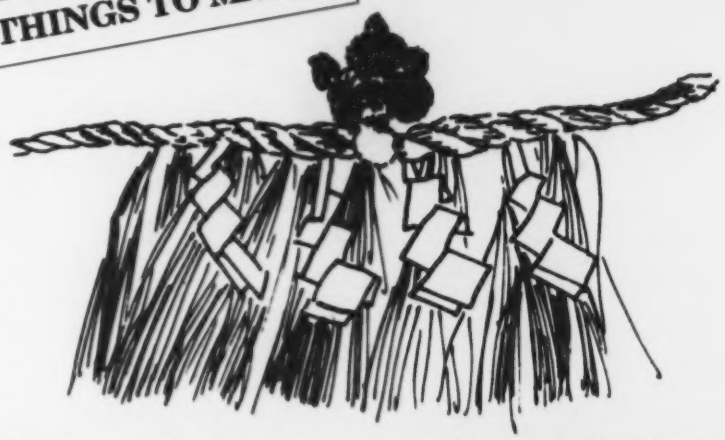
Religion holds a less important place in the life of many Japanese today, but it is estimated that two in every three Japanese visit temples or shrines at New Year to pray for good fortune in the coming year. It is all part of a ritual which people not only need but enjoy. Festivals in Asia serve many purposes. They can hold religious or social significance, but all serve to bring people together.

To observe special days helps people to overcome differences and to develop a common understanding and identity. There seems to be a need in us to get together to engage in ritual and festival.

When we take time out to enjoy any of the dozens of important or less formal events of this country, we are sharing a need to celebrate that is as old as time. In any case its good fun and as they say 'all work and no play' — well who wants to find out what it makes you?

Why not enjoy an Asian New Year?

THINGS TO MAKE



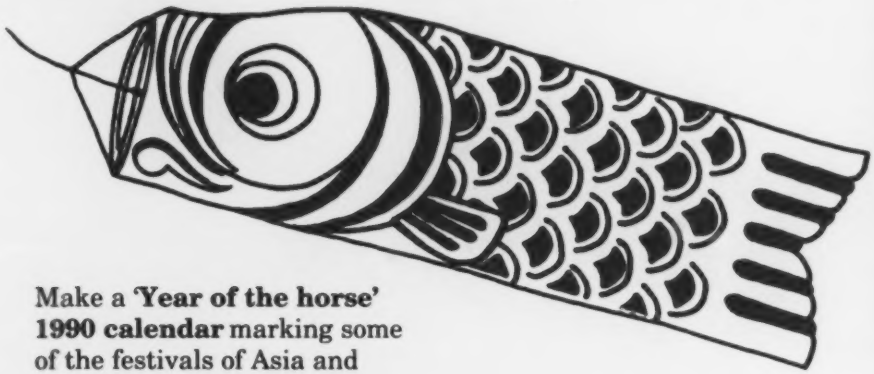
The traditional Japanese New Year's decoration is called ***Shimenawa***. This consists of a thick, twisted straw rope from which strips of white paper hang. This is placed across the top of a doorway or on the threshold of the house to ward off any evil spirits. Quite often an orange for good health, lobster for longevity and/or seaweed for good fortune may also be attached.

In mid-December the Japanese write New Year's cards, called ***nengajo***, to be delivered on 1 January.

年賀状

Kite flying during *Shogatsu* is a very popular pastime as is the reading of ***omikuju*** (fortune papers). Try making a ***koinobori* kite** (also used during the Boy's Festival, *Tango no Sekku*), write some fortunes to share with your friends and try some other traditional decorations such as paper lanterns and hanging scrolls.

A ***Kadomatsu*** may also be displayed at the front of the house. A kadomatsu is an arrangement of pine boughs (longevity), bamboo (prosperity) and plum blossom (constancy).



Make a **'Year of the horse' 1990 calendar** marking some of the festivals of Asia and Australia. Decorate each month with appropriate drawings or photographs. Many of the dates and names of the festivals are in the *Asia Wise* Issue 10 magazine.

Other popular activities in Japan at this time include:
Kakizome — writing the first calligraphy of the New Year;
Hatsuyume — discussing the first dream of the New Year;
and
Otoshidama — receiving money in a special envelope from family and friends (one for children).

お年玉

Delicious recipes

With all these activities completed, decorate your classroom and prepare an Asian banquet. Recipes appeared in *Asia Wise* Issues 2, 5 and 8 this year and for those of you who may not have been *Asia Wise* readers in 1988 here are three more from last year's issues.

Sukiyaki
from Japan

Serves 4
Cooking time 15 minutes
Cooking utensil: fry pan or wok
Ingredients
500g rump steak
2 carrots
8 florets cauliflower
2 onions
125g bamboo shoots
1 cup French beans
1 teaspoon chopped green ginger
2 cups finely sliced spinach
2 tablespoons oil
250g thin noodles
1 tablespoon sugar
1 cup stock
1/2 bunch spring onions, sliced
125g mushrooms

Method
• This dish may be cooked at the table. As ingredients are prepared place each in a separate pile on a platter.
• Slice steak thinly. Cut carrots into julienne shreds. Parboil carrot and cauliflower. Drain.
• Prepare and cook noodles according to directions on packet.
• Heat oil in pan, add ginger and onions, then pile meat on top. Surround with piles of vegetables and noodles.
• Gently turn each pile but do not mix.
• When the meat has changed colour sprinkle with sugar, increase the heat and add stock.
• Continue to turn without mixing for 3 minutes. Meat and vegetables must be only lightly coloured.
• Garnish with spring onions. Serve from pan at table.

Nasi goreng
fried rice
from Indonesia

Ingredients:
225g rice
300ml salted boiling water
60g dried shrimps
150ml peanut oil
2 onions, finely chopped
1 clove garlic, finely chopped
1 fresh chilli, shredded or 1/2 teaspoon chilli powder
225g cooked meat, diced, OR chicken OR fish OR vegetables
Shredded omelette
30g butter
3 eggs, beaten
salt and pepper
cucumber, thinly sliced

Method
• Wash rice, add to boiling water and cook for 10 minutes. Drain thoroughly then spread it on a large dish and leave to cool. Soak the dried shrimps (available from Chinese food shops) for 45 minutes in enough water to cover them.
• Heat oil in frying pan or a Chinese wok. Fry the onions until they turn transparent. Add garlic and chilli, fry for three minutes. Add meat and fry for two minutes, stirring all the time. Add rice. Drain shrimps and add to pan. Fry quickly, stirring frequently, until the rice turns a pale golden colour. Season to taste. Put on a heated serving dish and keep hot.
• Heat butter in frying pan, stir in beaten eggs, seasoned with salt and pepper to taste. Cook gently on both sides. Take out of pan and shred finely. Arrange on top of the rice, garnish with cucumber and serve piping hot.

Satay
from Indonesia

Serves 4-6
Bamboo skewers
750g of quality lamb, beef, chicken or pork fillet
Satay sauce
6 tablespoons peanut butter
(2 freshly ground chillis—for hot sauce)
4 tablespoons chopped onion
2 teaspoons soft brown sugar
300ml water
juice of 1 lemon
2 tablespoons oil
2-4 tablespoons soy sauce

Method
• Cut the meat into 2cm cubes. Thread 4 or 5 onto each skewer.
• Crush the onion into a paste (with the chilli if you are making a hot sauce) then saute in oil stirring constantly, for 1-2 minutes. Add the water, lemon juice and rind and mix well.
• Add the soy sauce and sugar, simmer for 5-10 minutes.
• Add the peanut butter, combine well, and simmer another minute.
• Pour the sauce into a shallow dish and soak the satays in it for a couple of hours. When ready to eat, remove the satays and grill over coals or under hot grill until tender. Reheat the satay sauce and use as a dip when eating satays.

Useful addresses

The Ideas Centre
Resource Centre for International Co-operation
PO Box A100
Sydney South NSW 2000

AIDAB (Australian International Development Assistance Bureau)
GPO Box 887
Canberra ACT 2601

Community Aid Abroad
541 George Street
Sydney NSW 2000

UNICEF
44 Martin Place
Sydney NSW 2000

World Vision
Education & Research Dept.
GPO Box 399C
Melbourne VIC 3001

QANTAS
Community Relations
GPO Box 489
Sydney NSW 2001

The Australia- Japan Economic Institute
Level 21 Australia Square
Sydney 2000

Australian National Commision for UNESCO
PO Box 826
Woden ACT 2606

Australian Centre for International Agricultural Research (ACIAR)
GPO Box 1571
Canberra ACT 2601

Australian Council for Overseas Aid (ACFOA)
GPO Box 1562
Canberra ACT 2601

Australian Trade Commission
PO Box 2386
Canberra City ACT 2601

Japanese Embassy &
Japan Information Service
492 St Kilda Road
Melbourne VIC 3004

Malaysian High Commission
Information Section
7 Perth Ave
Yarralumla ACT 2600

Colin Brown
Editor
Indonesian Resources Register
School of Modern Asian Studies
Griffith University
Nathan QLD 4111

Materials Officer Modern Language Teachers Association of NSW
PO BOX 187
Rozelle NSW 2039

Dutch-Indonesian Bookshop
72E Maroondah Highway
Croydon VIC 3136

International Press
12 Anketell Street
Coburg VIC 3058

Modern Indonesian Publications
12 Thyra Road
Palm Beach NSW 2108

Education and Cultural Attache
Embassy of Indonesia
8 Darwin Ave
Yarralumla ACT 2600

Royal Thai Embassy
111 Empire Circuit
Yarralumla ACT 2600

Embassy of the Socialist Republic of Vietnam
6 Timbarra Crescent
O'Malley ACT 2606

Philippines Embassy
PO Box 297
Manuka ACT 2601

Philippine Airlines
AMP Building
121 William Street
Melbourne VIC 3000

Philippines Resource Centre
PO Box 5
124 Napier Street
Fitzroy VIC 3065

Hign Commission of India
3 Moonah Place
Yarralumla ACT 2600

Korean Embassy
113 Empire Circuit
Yarralumla ACT 2600

Asian Studies Council
PO Box 826
Woden ACT 2606

Asian Teachers Association
GPO Box 2393
Sydney NSW 2001

Embassy of the People's Republic of China
14 Federal Highway
Watson ACT 2602

Museum of Chinese-Australian History
22-24 Cohen Place
Melbourne VIC 3000

China Books
2nd Floor
4 Tattersalls Lane
Melbourne VIC 3000

Australia-China Friendship Society
PO K23
Haymarket NSW 2000

China International Book Trading Corporation
(Guoji Shudian)
PO Box 399
Beijing,
People's Republic of China

Beijing Review & China Reconstructs
24 Baiwanzhuang Road
Beijing 100037
People's Republic of China

China Pictorial Publications
Huayuancun
Beijing 28
People's Republic of China

Juvenile Press Agency
500 Shan XI Road (N)
Shanghai
People's Republic of China

Australia-China Chamber of Commerce and Industry
93 York Street
Sydney NSW 2000

China Airlines
255 George Street
Sydney NSW 2000

China Publications Centre
405 Pitt Street
Sydney NSW 2000

Sovereign Hill Education Service
Sovereign Hill Township Post Office
Ballarat VIC 3350

Asian Studies Association of Australia
C/o Christine Inglis
Social & Policy Studies in Education
University of Sydney NSW 2006

Asia Wise
252 Argyle Street
Hobart TAS 7000

CURRICULUM IDEAS

A SPATIAL OVERVIEW

INDONESIA — THE CHALLENGES AHEAD

A UNIT ON INDONESIAN CULTURE

CONTEMPORARY JAPAN

THE PHILIPPINES

THAILAND

ASIAN AUSTRALIANS

FOOD PRODUCTION, CONSUMPTION AND TRADE

WORKSHEETS — CLIMATE

THE TRAVEL TO ASIA GAME

THE *ASIA WISE* GAME

A spatial overview of east and south-east Asia

Aims

- To become aware of the major physical and political features of south, east and south-east Asia.
- To understand major variations in climate, vegetation and land use found in these parts of Asia.
- To identify population distribution patterns and major population centres.
- To develop a wide range of mapping, interpretation and presentation skills.

Key concepts

physical features, government, borders, climate, vegetation, land use, population distribution, urbanisation, rural land use.

Focus questions	Possible activities
What are the major physical features of south, east and south-east Asia?	**Discuss** definitions of what constitutes Asia. **Define** the part of Asia that is the subject of this study. **Ask** students to draw a freehand map of Asia. **Distribute** copies of the blank map provided and compare with students' maps.
What are the major political divisions in this part of Asia?	**Brainstorm** with the class to list the countries in this part of Asia. **Ask** students to locate each country on the map and to include any other physical features such as seas and oceans. **Use** atlases, maps and globes to build up a detailed class wall-map or model of this part of Asia. **Find out** who the political leaders are in the countries being studied and add them to the wall map. **Prepare** a table showing countries, forms of government and political leaders. **Play** the *Asia Wise* game.
What major variations in climate, vegetation and land use are features of this part of Asia?	**Collect** data from sources such as atlases, encyclopaedias, magazines and computer data bases on climate, vegetation and land use. **Use** this material to produce class displays. **Watch** videos and films depicting aspects of climate, vegetation and their influence on land use and human activities. **Prepare** land use pie-graphs for selected countries. **Prepare** a collage or wall mural showing climate, vegetation and land use in Asian nations.
What is the nature of the population distribution and what are the major urban centres in this part of Asia?	**Use** statistical sources and atlases to find information on population distribution and the location of major centres. **Draw** maps and graphs to depict this information. **Collect** photographs of major population centres and display or make recognition games. **Ask** students to select one country, region or city to study in depth. Ask students to share their information through displays or talks.

Indonesia — the challenges ahead

This unit looks at life in Indonesia today and the customs and traditions that are part of the lifestyle of its people. It also seeks to look forward to the Indonesia of the future and the issues that it has to face. The unit of study is divided into five parts or aims.

Aims	Possible activities
1 To become aware of the major physical features, natural resources and climate and vegetation patterns of Indonesia.	• Use atlases, maps and globes to familiarise students with Indonesia's location. • Prepare a map to show major physical features and population centres. • Complete the map exercise. • Collect and graph information about the climate of Indonesia. • Gather information about the vegetation of Indonesia. • Locate and map the major oil and mineral deposits in Indonesia.
2 To achieve an appreciation of the traditions and customs of the people of Indonesia.	• Make a brief study of the major periods in the history of Indonesia and draw time-lines. • Find out about the major religions of Indonesia and list the ways religion affects the lifestyles of people of different faiths. • Prepare a collection of stories, drama and poetry. • Investigate Javanese philosophy of life as revealed through the mythology of the *wayang*. Make a shadow or wooden puppet of one of the characters from the *Mahabharata* or *Ramayana*. • Experiment with the *batik* method of dyeing cloth. • Undertake pre-language activities including worksheets.
3 To explore lifestyles in contemporary Indonesia.	• Investigate how people in Indonesia satisfy their basic needs for food, clothing, shelter and transport. • Find out what it is like to grow up in Indonesia. Collect information about education, games and leisure time and commitments (eg helping with agriculture or business). • Make a list of changes in lifestyle that are happening in Indonesia (eg resettlement, changing work and industry).
4 To investigate economic, political, social and cultural links between Australia and Indonesia.	• Find out about trade between Indonesia and Australia. • Discuss problems concerning Indonesian fishing in Australian waters. • Research what development aid is provided to Indonesia from Australia. • Contact Indonesian students or members of the Indonesian community in Australia. • Discuss political issues that concern both countries such as human rights, the border between Irian Jaya and Papua New Guinea, East Timor. • Make a major study of the tourist industry in Indonesia. Include material about the possible disadvantages of tourism. Find out how many Australians visit Indonesia each year and where are there favourite destinations.
5 To gain some insight into the issues that will face Indonesia as it moves into the 21st century.	• Discuss and list issues of concern eg rural poverty, deforestation, pressure of population, fluctuations in world prices for commodities. • Collect a media clippings file on current issues in Indonesia. Pay particular attention to items involving Australia or ASEAN countries.

A unit on Indonesian culture

Why?

This unit is designed to broaden students' understanding of another country as a way of overcoming the tendency to regard our own society as the centre of culture.

A culture study such as this allows for considerable integration of subject areas and a variety of learning experiences to be operating at one time.

What?

Key ideas

- People perceive and do things in different ways in different cultures.
- People in all cultures have similar basic physical, social and spiritual needs.
- Indonesia as a nation embraces many different human groups.
- Indonesia, like any other society, is a complex network of people. There is no simple stereotype.
- Indonesian culture has a rich variety of arts, crafts, music, dance, theatre and literature.
- Other cultures can have concepts of humanity, God and truth different from our own. Their concepts may be as 'right' to them as ours appear to be to us.
- The physical environment can influence the lifestyle of a society.
- Cultures are alike in many ways, different in others.

Knowledge

- The geographical environment in which the Indonesian culture has developed — location, climate, natural products, population density, dispersion of islands.
- The main religious groupings of Indonesia — Moslems (Islam), Hindu, Buddhist, Christians — and the beliefs of each.
- A knowledge of the Javanese philosophy of life as revealed through the mythology of the *wayang*.
- The clothing, food, shelter and architecture of Javanese people.
- An understanding of traditional craft skills and in particular the use of batik work in producing patterned cloth.
- Different styles of family life in Indonesia.
- Indepth knowledge of at least one aspect of daily life — food, clothing, games, music, education. A comparison to be made with the student's own culture (research project).
- Aspects of the culture which reflect the modern European influence — armed forces, political system, Jakarta, industry and transport.

Skills

- Detecting prejudice, stereotypes and bias.
- Comparing and contrasting.
- Mapping.
- Batik craft skills.
- Puppet manipulation skills.
- Cooking skills.
- Dramatic skills.
- Skills of display, presentation, communication.

No attempt has been made here to list precise skills as the unit is seen as one which will provide opportunity to develop a vast array of intellectual and manipulative skills.

How?

Whole class activities

- Plot Indonesia's location, topography and climate on maps.
- Listen to literature extracts.
- Compare the environment of Java with your local area.
- View videos and films.
- Prepare wall displays of geographic and economic information about Indonesia.
- Listen to language samples of Bahasa Indonesia.
- Prepare a collection of poetry, stories and drama.

Group activities

Divide the class into groups. The culmination of the unit's work will be an 'Indonesian Day' during which each group will make a presentation to the whole class. Later, students can be given the opportunity to experience their choice of other activities.

Example activities may include batik printing, wayang (puppets), games, food and life in Java.

Unit prepared by Brian Best
Supervisor Social Sciences
Education Department Tasmania

Evaluation

The evaluation of much of this unit will be of a subjective nature and will be a continuous diagnosis based on student interest and the quality of work produced compared with previous work. This continuous evaluation enables the teacher to modify and redirect learning experiences during the course of the unit, making it a dynamic and developing educational experience for all concerned.

Contemporary Japan

Aims

- To explore lifestyles in contemporary Japan.
- To investigate social, political and environmental issues in Japan.
- To achieve a broad understanding of Japan's links with the rest of the world.
- To investigate economic, political, social and cultural ties between Australia and Japan.

Concepts

lifestyle, society, environment, government, work, leisure, education, industry, business, aid, export, import, multi-national, technology, urbanisation, transport, social organisation.

Key questions — possible learning experiences

Q How do people in Japan satisfy their basic physical needs?
A View videos or films (eg *Japan Today*). Make a display of photos or drawings of such things as houses, clothing and transport. Collect Japanese recipes and hold a banquet or produce a recipe book. Using Japanese food words make a computer assisted crossword.

Q What is it like growing up in Japan?
A List the kinds of things you and classmates do at school, at home, for recreation and leisure. Find out if Japanese teenagers do similar activities. (Useful references *Asia Wise*, July 88 — Day in the Life, Nov 88 — Comics rule, Dragon quest, Japan cram). View the video *Do Your Utmost*.

Q What does the Japanese language look and sound like?
A Learn some simple situational words, phrases or signs and use them to make a recognition quiz. Read some English translations of Japanese literature and poetry. Make up some Haiku and Tanaka. Gather some examples of Japanese children's stories and illustrations.

Q What importance are the arts and crafts in the lifestyle of the Japanese?
A Study and try some of the traditional crafts such as pottery, printmaking, origami, ikebana or bonsai.

Q What are the major religions, customs and festivals of Japan?
A Research and prepare a report on one or more of these aspects of Japanese life. List some of the values that are built into Japanese religions and customs.

Q How has the Japanese attitude to work influenced their lifestyle and education system?
A View the video *Japan at Work*. Find ou he 'company towns' and compare them to some of Australia's company towns (Mt Isa, Tullah). Find out about working hours and conditions in Japan, invite a guest speaker.

Q How has technology changed lifestyle and work in Japan?
A Investigate instances where technology has lead to massive change in work practices (eg robotics). Discuss what lessons this may have for Australian workers, educators and companies.

Q What sports and recreational activities are most popular in Japan?
A Compare traditional pastimes and sports with those that have been introduced from the West. Find out the social status of the heroes and heroines of sport, film, TV etc.

Q What forms of social organisation and government are found in Japan?
A Find out about the role of such organisations as local government, the prefectures, the Diet and the Emperor.

Q What are Japan's major exports and imports and who are its trading partners?
A Prepare graphs of imports and exports to and from Japan. Make a collage of pictures showing Japanese goods sold in Australia. Graph the trends in trade between Japan and Australia since WW2, and discuss. Discuss and list Japanese influences on our daily life in Australia (food, household appliances, transport and electronics).

Q Which are Japan's multinational companies?
A Find out the names of some of the important Japanese companies and whether they have Australian branches or subsidiaries.

Q How have Japan's overseas investment and aid policies changed in recent years?
A Collect newspaper articles about Japanese investment and aid in Australia and other countries in the Pacific region. Use this background information to write a personal viewpoint for or against:

- an information report
- a newspaper editorial
- a script for a TV current events program.

Q What are Japan's tourism links with Australia?
A Using current statistics from the *Australian Year Book* or from the Bureau of Tourism Statistics, construct graphs about inbound and outbound tourism with Japan. Collect brochures and plan a holiday itinerary in Japan, list the places that interest you, and what you would see there. Find out about the different types of accommodation available in Japan.
Investigate and compare costs of tourism components (accommodation, food, transport, souvenirs). Write an advertisement to attract Japanese tourists to Australia.

This unit is based on one prepared by a writing party which met at Reece High School in November, 1988. The group consisted of Dallas Williams, Phil Cossens, Brian Best and Jan Kiernan.

The Philippines

Aims

- To achieve a broad understanding of the Philippine's location and physical nature.
- To investigate the history of human occupation in the Philippines.
- To explore lifestyles and issues in contemporary Philippines.
- To investigate links between the Philippines and the world and with Australia in particular.

Concepts

location, topography, climate, vegetation, agriculture, industry, trade, language, lifestyle, social issues, environment.

Focus questions	Possible activities
Where is the Philippines located and what factors influence its climate and vegetation?	**Use** atlases, maps, globes and games to familiarise students with Philippine's position and close neighbours. **Complete** the map exercise . **Collect** and share information about the climate and vegetation of the Philippines. **Locate** the major centres of population in the Philippines and compare the lifestyle of urban and rural dwellers, rich and poor.
What are the Philippines major industries?	**Find** out about agriculture, fishing and forestry in the Philippines. **Investigate** the secondary industries that have developed and find out what Australia trades with the Philippines.
What are Australia's tourism links with the Philippines?	**Use** current statistics to construct graphs about inbound and outbound tourism with the Philippines. **Collect** brochures and plan a holiday itinerary in the Philippines.
How has the intervention of Spain, United States and Japan influenced Filipino society?	**Divide** the class into three groups to research, illustrate and report on the three eras of colonialism. **Prepare** a time line using the information on Worksheet 1. **Find out** about the Marcos era and the 'People Power' movement that overthrew his government. **Collect** newspaper and magazine cuttings about Corazon Aquino and her government.
What are some of the social, economic and environmental problems facing the Philippines?	**Refer** to *Asia Wise* Issue 5 1989 and other sources and compile a list of issues that involve the Filipino people. **Start** a file of information gathered from newspapers and magazines about issues that concern the Philippines.

Useful contacts

Philippines Resource Centre
PO Box 5
124 Napier St
Fitzroy VIC 3065

The Ideas Centre
Resource Cntre for Int. Co-operation
PO Box A100
Sydney South NSW 2000

Australian International Development Assistance Bureau (AIDAB)
GPO Box 887
Canberra ACT 2601

Philippines Embassy
PO Box 297
Manuka ACT 2603

Philippine Airlines
AMP Building
121 William Street
Melbourne VIC 3000

Community Aid Abroad
541 George Street
Sydney NSW 2000

UNICEF 44 Martin Place Sydney NSW 2000

Thailand

Aims

- To achieve a broad understanding of Thailand's location and physical nature.
- To investigate the history of human occupation in Thailand and the traditions and customs of its people.
- To explore lifestyles in contemporary Thailand.
- To investigate Thailand's links with the world and with Australia in particular.

Concepts

location, topography, climate, vegetation, natural resources, urban, rural, ethnic origin, society, tradition, custom, religion, work, education leisure, social organisation, language, trade, exports, imports.

Focus questions and possible activities

Where is Thailand located and what factors influence its climate and vegetation?

Use atlases, maps, globes and games to familiarise students with Thailand's position and close neighbours. Compare Thailand's longitude, latitude and size with that of Australia.

Prepare a map or model of Thailand showing the major physical features and population centres.

Collect, graph and map information about the climate of Thailand. Prepare a mural or chart to show seasonal and locational variations in climate and vegetation.

What natural resources does Thailand possess and how does it satisfy its energy needs?

Using atlases and texts prepare a list of Thailand's natural resources. Discuss the implications of your list.

Investigate energy sources and compare with energy production in Australia.

What are Thailand's major industries?

Find out about agriculture, fishing and forestry industries in Thailand. Investigate the industries that have developed in Thailand. Prepare a short report on one industry. Discuss environmental problems associated with forestry in Thailand. Compare them to current issues in the Australian forestry industry.

What are the major imports and exports of Thailand? Which countries are Thailand's major trading partners? What goods are traded between Australia and Thailand?

Prepare graphs of exports and imports to and from Thailand. Make a collage of pictures that depict trade between Australia and Thailand.

What are Australia's tourism links with Thailand?

Using current statistics construct graphs about inbound and outbound tourism with Thailand.

Collect brochures and plan a holiday itinerary in Thailand.

What are the major features of the history of Thailand and what forms of social organsation and government are in place?

Research and report on aspects of history and culture such as the Kingdom of Sukhothai, the Burmese invasion, the period of expansion, contacts with the west and the rise of modern Thailand.

Find out about the role of the king, the prime minister, the cabinet and the parliament.

What are the major religions, customs and festivals of Thailand?

Research and prepare a report on one or more of these aspects of Thai life.

What does the Thai language look and sound like?

Learn some simple situational words, phrases or signs and use them to make a recognition quiz.

What is it like growing up in Thailand?

List the kinds of things you and your classmates do at school, at home, for recreation and leisure. Find out if Thai teenagers do similar activities. Find out about the education system in Thailand.

How do people in Thailand satisfy their basic physical needs?

Make a display of photos or drawings of such things as houses, clothing and transport. Collect Thai recipes and try them or produce a recipe book.

What leisure sports and recreational activities are most popular in Thailand?

Compare traditional pastimes and sports with those introduced from the west. Find out the social status of heroes and heroines of sport, film, TV etc.

Study and try some of the traditional crafts of Thailand.

Asian Australians

Aims

- To achieve a broad understanding of why people have migrated to Australia.
- To recognise the impact that immigration has had on Australia's social, economic and environmental development.
- To investigate in greater depth the immigration of Asians to Australia.
- To appreciate the difficulties that Asian immigrants may face settling in Australia.
- To explore ways in which Asian immigration has enriched Australian lifestyles.
- To be better able to understand views reported in the media concerning aspects such as immigration, refugees, investment.
- To develop empathy and tolerance towards people from other cultures.

Concepts

immigration, refugee, racism, prejudice, humanitarianism, dislocation, culture, work, multiculturalism, identity, ethnicity.

Focus questions and possible activities

What major periods of immigration to Australia have occurred?

- Research and draw a time line showing major periods of immigration and the ethnic composition of groups arriving at that time. (See Assignment sheet Australia — a land of immigrants).
- List the main reasons why different groups came to Australia.
- Find out what is meant by the White Australia Policy and how it affected immigration to Australia and the attitudes of many Australians.
- Define what is meant by a refugee. (See Worksheet 1).

How did the Vietnam War contribute to the influx of refugees from South-East Asia?

- Compile a brief resume of the years during the Vietnam War.
- Complete worksheet 1 about immigration since the Vietnam War.
- Read accounts of the trauma faced by refugees leaving Indo-China.
- Collect newspaper and magazine cuttings about recent developments that mean that some refugees can now return to their homelands.
- Discuss why many refugees chose to resettle in Australia and what difficulties they were likely to encounter.
- Invite a representative from the refugee program to speak to the students.

What is Australia's current immigration policy?

- Survey members of the school and wider community to ascertain their attitudes to immigration and Asian immigration in particular. (Complete Worksheet 2 — A new life in Australia).
- Read the account of the current policy on the — Information Sheet and discuss why overall numbers and quotas for different categories are seen to be necessary by the government.
- Invite a representative from the government to talk about Australia's immigration policy.

What have immigrants from Asia contributed to Australian lifestyles?

- Search newspapers, magazines, TV and radio for evidence or discussion of Asian influences on Australia and keep a current events scrapbook.
- List changes in lifestyle that can be attributed to Asian Australians. Include aspects such as food, clothing, entertainment.
- Visit places where Asian influence is apparent and invite guest speakers who have special knowledge about Asian influences on Australia. Use this information to make a case study of Asian influences in your community.

What are some of the experiences of Asian Australians?

- Contact Asian community groups and investigate some of the experiences of Asian Australians using books, films and interviews. (See — Hints on conducting an interview).
- Use drama, role-play and simulation games based on relevant issues .
- Try some pre-language experience such as learning some simple situational phrases in different languages.

This is based on a unit by Rod Howell, Phil Mahnken and Jenny Howard.

Food production, consumption and trade

Food production and supply is a vast area for study. In an attempt to make such a study manageable this issue concentrates on several aspects and themes.

The student magazine and the worksheets in this package are designed to act as a resource kit that will lead to research using as broad a perspective as possible. Students could then select from the worksheet or the class may form groups centred around the worksheet themes.

The resources concentrate on:

- changing agricultural patterns and diet;
- the role of research in agricultural practice;
- staple foods;
- the mingling of the cuisine of east and west; and
- trade in foodstuffs.

Worksheet 1 provides statistics to enable students to suggest hypotheses and comparisons between countries. (It is recommended that all students complete this introductory task.)

Worksheet 2 focuses attention on issues related to environmental problems.

Worksheet 3 examines the roles of staple foods and refers to new strains of rice and to pest control.

Worksheets 4 and 5 look at case studies of trade between Australia and Asia as well as changes in meat consumption in Australia, Japan and China.

Useful contacts for gathering further information include:

The Ideas Centre
Resource Centre for International Co-operation
PO Box A100
Sydney South NSW 2000

Australian International Development Assistance Bureau
GPO Box 887
Canberra ACT 2601

World Vision
National Office
Box 399C
Melbourne Vic 3001

Australian National Commission for UNESCO
PO Box 826
Woden ACT 2606

Australian Centre for International Agricultural Research (ACIAR)
GPO Box 1571
Canberra ACT 2601

Australian Council for Overseas Aid (ACFOA)
GPO Box 1562
Canberra ACT 2601

Climate of Asia

1 What are the dictionary meanings for the words **monsoon** and **typhoon**?

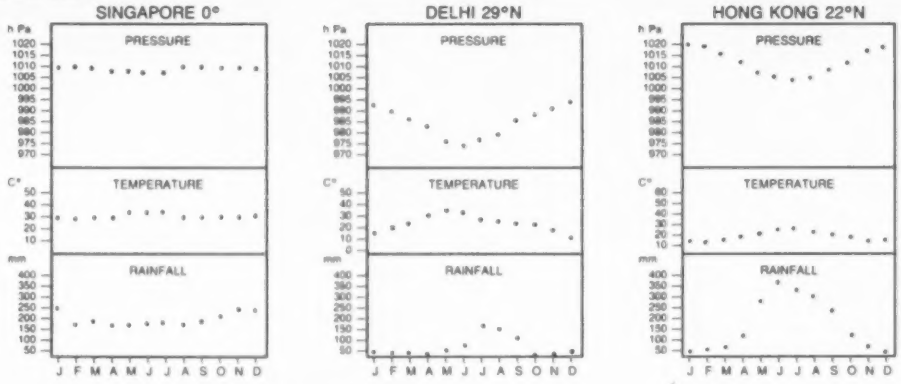
monsoon _____

typhoon _____

In monsoon Asia (east, south and south-east Asia), the climate is dominated by changes in wind direction. These wind changes result in two distinct seasons known as the **wet monsoon** and the **dry monsoon**. Temperatures and air pressures also vary in the wet and dry seasons.

2 Refer to your atlas for maps that show rainfall, temperature and land use patterns to identify the wet and dry seasons and the resulting human activities.

3 Look at the climatic statistics for three Asian cities to see how air pressure affects temperature and rainfall. Using the information on these graphs for **Delhi, Singapore** and **Hong Kong** answer these questions.



4 Which **three** months are the **wettest** in each city?

Delhi _____ Hong Kong _____

Singapore _____

5 Which **three** months are the **hottest** in each city

Delhi _____ Hong Kong _____

Singapore _____

6 Make some conclusions about the connection (correlation) between rainfall, temperature and air pressure during the year in **Hong Kong** and **Delhi.**

_____

_____

7 **Singapore** does not follow the same pattern. Using all the references you have gathered, can you explain why this may be so?

_____

_____

Climate of Darwin

8 **Darwin** is a good example of a city in the southern hemisphere that has a similar climatic pattern. Use these figures for Darwin to draw graphs showing:

mean monthly temperatures;
mean monthly rainfall; and
mean monthly air pressure.

Month	Mean monthly temperature (C°)	Mean monthly rainfall (ml)	Mean monthly air pressure (hPa)
January	28	409	1 006
February	28	355	1 006
March	28	316	1 008
April	28	99	1 010
May	27	17	1 011
June	25	2	1 013
July	25	1	1 013
August	26	6	1 013
September	28	18	1 012
October	29	72	1 011
November	29	142	1 009
December	29	224	1 007

9 Compare the wet and dry seasons in **Darwin** with the seasons experienced in **Hong Kong** and **Delhi**. What are your conclusions?

Extension assignments

10 Using the information on Worksheets 1 and 2, and from other sources such as textbooks and atlases, find out more about the seasonal patterns in climate that are a feature of 'monsoon Asia'.

11 Prepare maps, charts or pictorial displays about the effect the climate of the area has on vegetation and land use.

12 Make a study of the incidence and effect of typhoons. Collect newspaper and magazine cuttings where possible.

13 Find out statistics on rainfall, temperature and air pressure for your nearest city and prepare graphs similar to those for Darwin. Make comparisons between the climatic conditions in your nearest city and those in the other cities you have studied on these worksheets.

The travel to Asia game

The purpose of this game is to help students learn the names and locations of Asia's main countries, cities and tourist attractions. As well it will give practice in the use of information sources such as tourist brochures, airline timetables, maps and atlases.

Each student should be supplied with:
- **a blank map of Asia;**
- **a set of blank duplicated postcards;**
- **a blank expenditure statement form;**
- **a copy of the rules of the game; and**
- **access to tourist brochures and airline information.**

EXPENDITURE STATEMENT

Day	Services or Goods	Cost
	Total	

ADDRESS

RULES OF THE GAME

1 Options

The teacher selects:

- a set number (eg six) places for the players to visit and they may choose any destinations they wish;
- particular places to be visited (eg Hong Kong, Tokyo, Seoul, Lhasa and Ambon);
- the major destination (eg Beijing) and students choose suitable stopovers;
- a particular mode of transport (eg passenger liner) and students have to research possible destinations; or
- a finite amount to be spent.

2 Procedure

To complete the game students have to;

- plot their travel route on the map and mark the destinations visited;
- complete the expenditure statement form using estimated costs supplied by sources such as tourist brochures, airline information; and
- write a postcard from each destination that includes reference to researched details about such variables as the climate, the attractions, the food, the accommodation, the local culture (postcards may be illustrated with photographs or drawings).

3 Choosing a winner

There is no prize for first finished but when completed the materials are handed in to the teacher or displayed to the class. The teacher and/or the students can then assess the students efforts on criteria such as accuracy, amount of information and quality of presentation.

The *Asia Wise* game

This game has been designed to increase and reinforce students' general knowledge about major physical and political features of Asia.

Equipment needed

A die, ruler calibrated in millimetres, a pen, paper, question cards (insert in *Asia Wise* teachers' section) and 'Overview of Asia' map printed in *Asia Wise* students' magazine, February, 1989.

Procedure

1. Students play, either individually or in pairs, in groups of four to eight.
2. The overview map is placed in the centre of the group.
3. Question cards (photocopied and cut up) are placed face down in a position accessible to all.
4. Play proceeds in a clockwise manner, with each student taking it in turn to ask the student on their right a question.
5. The student who is to answer the question throws the die and is asked the question that corresponds to the number thrown. Cards are replaced face down to the bottom of the pack after use.

Scoring

1. Use the pen and paper to record students' scores.
2. Scoring is based upon a choice made by students. Students score **three** points if they successfully choose to answer:
   - any of questions 1— 4 correctly **without** having to refer to the map;
   - answer question 5 by **either** using the ruler and scale on the map to calculate the distance between the places named **or** using the information about time zones to work out the time in the city named; or
   - spell the name correctly in question 6.
3. Students score **one** point if they choose to answer any of questions 1 — 4 after referring to the map. Students who choose to answer **without** referring to the map and then answer incorrectly do not get a second guess.
4. Total the scores at the end of the time available, making sure each student has attempted the same number of questions.

(Note — scoring is designed this way to encourage students to give carefully considered answers, or to gradually commit answers to memory.)

These questions are part of the *Asia Wise* game.

The game has been designed to increase and reinforce students' general knowledge about major physical and political features of Asia.

Notes on equipment needed, procedure and scoring are on preceding pages.

Photocopy and cut these questions to make question cards.

1 What is the capital of Vietnam? (Hanoi)
2 What is the population of Nepal? (18m Oct '88)
3 What are the four main islands of Japan? (Hokkaido,Honshu,Shikoku,Kyushu)
4 What is the name of the body of water between Burma and India? (Bay of Bengal)
5 If it is 6pm in Brisbane, what is the time in Bhutan? (2pm)
6 Spell 'Kuala Lumpur', the capital of Malaysia.

1 What is the capital of Sri Lanka? (Colombo)
2 What is the population of Australia? (16m Oct '88)
3 What country is directly west of Thailand? (Burma)
4 What is the name of the Indonesian part of the island of New Guinea? (Irian Jaya)
5 What is the distance between Brisbane and Singapore? (6750km)
6 If it is 6pm in Dhaka, what is the time in Taiwan? (8pm)

1 What is the capital of Bangladesh? (Dhaka)
2 What is the population of Pakistan? (105m Oct '88)
3 What symbol is shown on the flag of the People's Republic of Korea? (Star)
4 What is the capital of the Philippines? (Manila)
5 What is the distance between Hong Kong and Manila? (1050km)
6 Spell 'Sulawesi', one of the islands of Indonesia.

1 What is the unit of currency of Japan? (Yen)
2 What is the population of Taiwan? (20m Oct '88)
3 What two countries have borders with Bangladesh? (India, Burma)
4 What is the population of the Republic of Korea? (42m Oct '88)
5 What is the distance between Canberra and Manila? (7500km)
6 Spell 'Taipei', the capital of Taiwan.

1 What is the capital of Taiwan? (Taipei)
2 What is the population of Sri Lanka? (16m Oct '88)
3 What line of longitude passes through the Chinese island of Hainan? (110°E)
4 How many stars on the flag of Singapore? (Five)
5 What is the distance between Darwin and Jakarta? (2850km)
6 Spell 'Seoul', the capital of the Republic of Korea.

1 What is the capital of Hong Kong? (Victoria)
2 What is the population of Japan? (122m Oct'88)
3 How many stripes on the flag of Thailand? (Five)
4 How many stars on the flag of Australia? (Six)
5 If it is 10am in Adelaide, what is the time in Tokyo? (10am)
6 What is the distance between Seoul and Taipei? (1950km)

1 What is the capital of India? (Delhi)
2 What is the major language of Pakistan? (Urdu)
3 Which country does the island of Bali form a part of? (Indonesia)
4 What colours are found on the flag of the Republic of Korea? (White, red, blue, black)
5 What is the distance between Delhi and Beijing? (4650km)
6 Spell 'Hokkaido', the major northern island of Japan.

1 What is the capital of the Democratic People's Republic of Korea? (Pyongyang)
2 What is the population of Hong Kong? (5m Oct '88)
3 What animal is shown on the flag of Sri Lanka? (Lion)
4 What major line of latitude passes through Lhasa? (30°N)
5 If it is noon in Java, what is the time in Hainan? (noon)
6 Spell 'Islamabad', the capital of Pakistan.

1 What is the capital of Nepal? (Kathmandu)
2 What is the population of Vietnam? (67m Oct '88)
3 What country is directly west of Kampuchea? (Thailand)
4 Which major Asian country is Australia's nearest northern neighbour? (Indonesia)
5 If it is 10am in Sydney what is the time in Bali? (8am)
6 Spell 'Mindanao', the major southern island of the Philippines.

1 What is the capital of Brunei? (Bandar Seri Begawan)
2 What is the name of the sea between the Northern Territory of Australia and Irian Jaya? (Arafura Sea)
3 What is the population of India? (812m, Oct '88)
4 What country has a border with Irian Jaya? (Papua New Guinea)
5 If it is 5am in Perth, what is the time in Beijing? (5am)
6 Spell 'Luzon', the major northern island of the Philippines.

1 What is the capital of Pakistan? (Islamabad)
2 What is the population of Bangladesh? (108m Oct '88)
3 What countries border Kampuchea? (Laos,Vietnam,Thailand)
4 Which is further east — Manila or Perth? (Manila)
5 If it is 2pm in Hobart, what is the time in Manila? (noon)
6 Spell 'Kyushu', the major southern island of Japan.

1 What is the unit of currency of China? (Renminbi or yuan)
2 What is the major language of Thailand? (Thai)
3 What is the major line of longitude that passes close to Hanoi? (110° E)
4 What is the name of the sea between Java and Kalimantan? (Java Sea)
5 What is the distance between Darwin and Phnom Penh? (4200km)
6 Spell 'Pyongyang', capital of the Democratic People's Republic of Korea.

1 What is the capital of Laos? (Vientiane)
2 What is the population of Thailand? (54m Oct '88)
3 Name the five countries which border Laos? (China, Burma, Thailand, Kampuchea, Vietnam)
4 What ocean is west of the Indonesian island of Sumatra? (Indian Ocean)
5 What is the distance between Sydney and Singapore? (7200km)
6 Spell 'Shikoku', one of the main islands of Japan.

1 What is the unit of currency of Indonesia? (Rupiah)
2 What is the major language of Indonesia? (bahasa Indonesia/Indonesian)
3 What major line of longitude passes through Java? (110°E)
4 What is the capital of Macau? (Macau)
5 What is the distance between Hong Kong and Beijing? (2400km)
6 Spell 'Beijing', capital of China.

1 What is the capital of Thailand? (Bangkok)
2 What is the population of Laos? (3m Oct '88)
3 What are the two largest islands of the Philippines? (Luzon, Mindanao)
4 Which is further north — Beijing or Tokyo? (Beijing)
5 What is the distance between Brisbane and Beijing? (9450km)
6 Spell 'Kathmandu', the capital of Tibet.

1 What is the unit of currency of Malaysia? (Ringgit)
2 What is the colour of the star on the flag of Vietnam? (Yellow)
3 Which is further west — Jakarta or Singapore? (Singapore)
4 Name the country or countries of Asia that the Equator passes through. (Indonesia)
5 What is the distance between Tokyo and Hong Kong? (3600km)
6 Spell 'Sarawak', one of the states of Malaysia.

1 What is the capital of Indonesia? (Jakarta)
2 What is the population of the Philippines? (59m Oct '88)
3 What is the unit of currency of Vietnam? (Dong)
4 What sea is found between the Korean Peninsula and Japan? (Sea of Japan)
5 What is the distance between Melbourne and Seoul? (10050km)
6 Spell 'Kalimantan', the Indonesian part of the island of Borneo.

1 What is the unit of currency of South Korea? (Won)
2 What is the major language of Japan? (Japanese)
3. Which is further north — Hong Kong or Dhaka? (Dhaka)
4 What is the capital of China? (Beijing)
5 What is the distance between Colombo and Singapore? (2700km)
6 Spell 'Kampuchea' (otherwise known as Cambodia)

1 What is the capital of Kampuchea? (Phnom Penh)
2 What is the population of Singapore? (2m Oct'88)
3 What is the major language of Sri Lanka? (Sinhalese)
4 On what body of water does Kampuchea have a coastline? (Gulf of Thailand)
5 What is the distance between Canberra and Bali?(5250km)
6 Spell 'Lhasa', capital of Tibet.

1 What is the unit of currency of Thailand? (Baht)
2 What is the major language of China? (Mandarin)
3 Which is further east — Tokyo or Sydney? (Sydney)
4 What is the population of China? (1 086m Oct '88)
5 What is the distance between Adelaide and Bangkok? (8100km)
6 Spell 'Manila', capital of the Philippines.

1 What is the capital of Burma? (Rangoon)
2 What is the population of Malaysia? (17m Oct '88)
3 What colours are shown on the flag of Pakistan? (Green, white)
4 What is the capital of Japan? (Tokyo)
5 What is the distance between Hobart and Hong Kong? (9450km)
6 Spell 'Sumatra', a major island of Indonesia.

1 What is the unit of currency of India? (Rupee)
2 What is the major language of India? (Hindi)
3 Which is further north — Tokyo or Seoul? (Seoul)
4 What colours and symbols are shown on the flag of China? (Red, yellow, stars)
5 What is the distance between Dhaka and Hanoi? (1500km)
6 Spell 'Philippines'

1 What is the capital of Malaysia? (Kuala Lumpur)
2 What is the population of Burma? (39m Oct '88)
3 What is the name of the sea between China and the Republic of Korea? (Yellow Sea)
4 What are the colours on the Japanese flag? (Red, white)
5 What is the distance between Adelaide and Tokyo? (9300km)
6 Spell 'Sri Lanka'.

1 What is the unit of currency of Singapore? (Singapore dollar)
2 What colours and symbol are found on the flag of Bangladesh? (Red disc on green)
3 What major line of latitude passes through Taiwan? (Tropic of Cancer)
4 What is the name of the sea between Vietnam and the Philippines? (South China Sea)
5 What is the distance between Rangoon and Colombo? (2400km)
6 Spell 'Phnom Penh', capital of Kampuchea.

1 What is the capital of Singapore? (Singapore)
2 What is the population of Kampuchea? (7m Oct '88)
3 What are the two states of Malaysia that share borders with the Indonesian state of Kalimantan? (Sabah, Sarawak)
4 What two colours are on the flag of Kampuchea? (Red, yellow)
5 What is the distance between Melbourne and Jakarta? (6450km)
6 Spell 'Irian Jaya', the Indonesian part of the island of New Guinea